

**UNIVERSITY OF TAMPERE**

**Relationship between Teacher Professional  
Competences and Teacher Work-Autonomy**

Faculty of Education

Master's thesis in education

FACHRURRAZI

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## **DECLARATION**

I declare that this research is the result of my own job, except for survey questionnaires which were translated and adapted with the proper academic technique of citation. In addition, some paragraphs and tables are adapted with the purpose of illustrating for concepts of the research and I use the proper academic technique of citation to inform this.

There is no denial to the fact that the thesis has not met all requirements of academic research yet. However, I try my best to do research by myself. I myself write the whole thesis in English and there has got assistances from my local advisors to correct before sending it to have advices from the professors.

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School of Education

FACHRURRAZI: Relationship between Teacher Professional Competences and Teacher  
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The thesis deals with the relationship between Teacher Professional Competences and Teacher Work-Autonomy. The purposes of this research were to investigate; *first*, what are Teacher professional competences of *Sekolah Sukma Bangsa* teachers in Aceh; *second*, what is Teacher work-autonomy of *Sekolah Sukma Bangsa* teachers in Aceh; *third*, what relationships can be found between teacher professional competences and Teacher Work-Autonomy and of *Sekolah Sukma Bangsa* teachers in Aceh; *fourth*, is there any difference in Teacher professional competences based on gender, school location, classroom teacher/subject teacher, grade level or teaching experiences; and, *fifth*, is there any difference in Teacher Work-Autonomy based on gender, school location, classroom teacher/subject teacher, grade level or teaching experiences.

The thesis presents a quantitative research study carried in Aceh, Indonesia in 2016. The research data were collected through questionnaires. Seventy teachers participated in providing information for this research work. The participants completed two questionnaires on teachers' work-autonomy and teacher professional competences. Friedman's teacher work-autonomy construct measured teacher perceived autonomy, while Niemi's teacher professional competences construct measured teacher perceived professional competences.

Research results indicate that most teachers of *Sekolah Sukma Bangsa* in Aceh occupied moderate degree of teacher professional competences and most of the teachers attained a moderate degree of work-autonomy. This study results also claim that there was a moderate and positive correlation between teacher work-autonomy and teacher professional competences. The direction of correlation was positive and there was evidence found of correlation between Teacher work-autonomy and Teacher professional competences. The results indicate that when level of teacher autonomy increase, the level of teacher professional competences escalated, and lower level of teacher autonomy is associated with lower level of teacher professional competences. Supplying teacher with high level of work autonomy is one obvious way to upsurge teacher professional competences. As degree of autonomy increased, degree of competences increased. On the opposite, when the score of autonomy decreased the score of professional competences is decreased. Teacher autonomy was associated with teacher professional competences.

Research results also indicate that a degree to which teachers perceived work-autonomy and a degree to which teachers perceived professional competences were diverse based on gender, classroom/subject teacher, experience, level of school and location of school, even though the differentiations were not statistically significant.

This research suggests that one way to increase teachers' levels of professional competences is by enhancing teachers' degrees of autonomy in the schools. School administrators should consider decentralizing the power of decision making in school and accommodate teachers to participate autonomously in school activities both in the classroom area and the school wide area.

Key words: teacher work-autonomy, teacher professional competences, relationship.

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# 1 INTRODUCTION

## 1.1 Background of study

Maulipaksi (2016) stated that only teachers from 7 provinces of 35 provinces passed the minimum score of 55 for the Teacher Competence Test 2015 in Indonesia. This Indonesian test of teacher competence measured teacher competence for only two constructs, professional competence and pedagogical competence. However, Law no.14 of 2005 stated that teacher competence in Indonesia includes pedagogical competence, social competence, professional competence and personality competence. The result indicates that Indonesian teachers failed to pass the minimum grade of teacher competence test even though it only measured two constructs of the competences. If teachers were tested for all the competences, the success rates might be decreased significantly. The score was a valid indicator for teacher quality in Indonesia. Napitupulu (2015) stated that most of the 1.6 million teachers who have been assessed in the teacher competence test have a score below 55 out of 100. There were only 200.000 teachers had a score above 60. Moreover, Hurriyati (2015) stated that the average score for pedagogical competence in the teacher competence test 2015 was 56.69 %. The facts clearly suggest that teachers in Indonesia have difficulty in acquiring the fundamental competences of a teacher.

Teacher competence is the most valuable part of educational assets. It indicates the quality of education in a country. A high level of teacher competence indicates a superior condition of education, while a low level of teacher competence is associated with an inferior quality of education. The teacher competence concept varies from nation to nation, but the basic construct of it is always similar. Teacher competences always deal with pedagogical skill, personal skill and professional skill. *First*, pedagogical skill deals with an ability to understand students, constructing and accomplishing the studying process, study evaluation and development of students' individual potential; *second*, personal skill originates from a kind, calm, wise and honourable personality as model for students; and *third*, professional skill is an ability to master subject knowledge from the curriculum together with the structure and methodology of the knowledge. These fundamental constructs of teacher competence pedagogical, personal and professional, are developed into the concept of teacher professional competences.

Teacher professional competence is a theoretical concept that is based on a broad view of teacher professional roles in school and society as a whole; the paradigm of it considers a teacher as a researcher as well as a reflective practitioner (Niemi, 2012). Teacher tasks as a researcher and a reflective practitioner stated in the European draft “Common European Principles for Teacher Competences and Qualification” are that teacher have to: (a) work with others (learners and teachers); (b) work with knowledge, technology and information; and (c) work with and in society (Caena, 2011).

*First*, to work with others means a teacher should be able to work with students and society as their main clients. He/she should be able to stimulate the students to work with their top performances while he/she also wants to help society to mature and transform students into full citizens who are ready to contribute and prepared to become active members of society. Moreover, a teacher also needs to work with his/her teacher colleagues in order to boost learning and teaching skills. In working with all of the colleagues, a teacher needs to understand the concept of human growth and development (Niemi, 2012).

*Second*, to work with knowledge means a teacher stands in the position of mastering all kinds of knowledge. A teacher should be ready to work with various kinds of knowledge (Niemi, 2012), as he/she will be consulted by numerous groups of people, with of course numerous kinds of knowledge. Just like a parent who should be ready to be consulted by their ultra-curious children at home with numerous unexpected or irrational questions. As parents should be ready to be a walking encyclopaedia, teachers should be as well. But the question is, is the teacher ready for this? Yes, when the teacher training centre has equipped them to do so. Furthermore, teachers should be ready in applying all the technology to help the clients in developing themselves, since technology nowadays is a kind of diminution where all nutritious, advanced and latest knowledge can be easily found and learned.

*Third*, to work with and in society means a teacher should be able to build value in the society, to respect each citizen and contribute actively to building the society. Teacher skills should enable them to encourage the notion of multiculturalism in society, that the society does not belong to specific group of people but it belongs to all members of society. So the ideas of racism, Islam-phobia, cultural exclusivism should not take place within modern citizenship. Therefore, teachers should be able to actively cooperate with anyone who cares and responds to every idea in order to work together in building a better society.

In the notion of professionalism, there are conditions to be accomplished by an individual in order to be called as a professional worker. The main prerequisite of professionalism is that the employee has a sense of autonomy while doing his responsibility (Muhson, 2004). Teacher has been

considered as a professional employee due to his/her suitability in fulfilling all the standards of professional job. Teacher has fulfilled all principles of professional employee, as stated by Luthfi (1984 as cited by Muhson, 2004). There are some indications of such thought. *First*, teachers have an exclusive expertise which is different from other professions; *second*, teacher's work is considered as a fulltime job; *third*, teachers have standard theories in practicing their work; *four*, teacher is a profession that has contribution in building the society; *five*, teachers own diagnostic skills that allow them to apply very applicative theories based on the need of the clients (students); then, *six*, teacher applied the work based on common teacher ethics both in the school and society; *seven*, teacher has exclusive clients; and the last, *eight*, teacher has established a special organization of profession. Within the organization, teachers help each other in boosting and developing the quality of their professional capacity.

The most essential condition of teacher professionalism is that teachers have autonomy in fulfilling the job obligation (Blasé & Kirby, 2009 as cited by Strong, 2012). Without this force, teacher will not be able to do his job and will feel under pressure due to the dependency in fulfilling the duty. In years, organizational theories argue that in building organizational efficiency, employee professional autonomy must be enhanced by allowing staff to have power of decision making and to have sense of freedom in thinking and acting (Luthans, 1992 as cited by Friedman, 1999). Decentralized organization always considered to be better than centralized organization. Studies indicate that organization in which decision making is formulated only in the managerial circumstances is less efficient than organization that decentralized its decision making process (Friedman, 1999). Thus, recently, public organization as well as private organization and business organization have increased the staff professional autonomy in the spirit of decentralized power to their local units.

As well as other organizations, schools also have this kind of inefficient history. Schools used to limit their decision making processes within the administrators' circumstance. Schools used to abandon teachers behind, to supply them with "ready to execute" decisions. As a consequence, numerous school decisions cannot be utilized in school environment due to its inappropriateness; even worse, the decisions are contra productive to educational objectives. With the spirit of bringing education to a more well-organized condition, many new curriculums are established. But unfortunately, those curriculums still tend to omit teacher role in decision making and decrease teacher autonomy. As the result, those acts increase the disappointment toward curriculum reforms (Tamir, 1986 as cited by Friedman, 1999). As the consequence in daily applications, teachers tend to be put at the back or to be instructed, without any understanding of how to manage them knowledgeably.

Teacher autonomy often considered as one of the most important things in education. There are various factors influencing teacher autonomy in the classroom as well as in the school as general. Teacher autonomy plays significant role in building education world and in building school as specific. Teacher autonomy affects almost every significant areas of schools. This is because teachers are the soul of a school. Without teachers, schools would never have been existed. So it is not a surprise then that researches and studies always suggest to please the teacher at work because it will trigger various positive impacts to schools as high job pleasure (Johnson & Spector, 2007 as cited by Strong, 2012), teacher retaining (Guarino, Santibanez, & Daley, 2006 as cited by Strong) and better work performance in classroom (Blasé & Kirby, 2009 as cited by Strong). To please teachers with teacher autonomy means to bring the bright future to the school. In other word, without teacher autonomy, it is seem impossible to build a dream school with excellences and prides.

Teachers are one of the most significant subjects to be considered beside books, school buildings, curriculum, students, school staff and principals. But among all of those, teachers play the most important role since students and parents have a better relation with teachers, so the consideration and notion of teacher should be significant (Crawford, 2001 as cited by Strong.). Literature results provide evidences that all those significant roles of teachers and why we should provide autonomy to our teachers. Moreover, studies exclaimed that teacher autonomy is one of the desire work place conditions require by teachers (Blase & Kirby, 2009). We should realize that the better teachers do a school have, the better result will be acquired by students and schools.

Furthermore, almost every aspect of schools is affected by teacher autonomy. One of those is teacher professional competences. Teacher competences will be effectively possessed by teachers with the advantage of teacher autonomy, due to freedom and authority that facilitate teachers to act independently to implement the knowledge and concept of teaching. On the other hand, decreasing teacher autonomy will raise pressures towards teachers, due to limited area of authority and inadequate area of working. Teachers with high level of autonomy are having a high level of competence and vice versa. When we want to increase our teacher professional competence, rising teacher level of autonomy is a likely matter to ensure. By increasing teacher autonomy, teacher will feel very passionate in working and as the result (Blase & Kirby, 2009); teacher will work very creatively and independently.

Correspondingly, the reason why it is considered that the important element of teachers' working condition is teacher autonomy is related to how teacher can use their professional judgment to decide the instructions in the classrooms, as well as to take decision in many contexts and situations (Lamb & Reinders, 2008). Teachers are the main subject of education in classroom beside

the students. Teachers then will need to act and perform certain responsibility autonomously regarding curriculum, pedagogy, assessment, students' behaviour, classroom environment and professional development (O'Hara, 2006 as cited by Strong, 2012). When doing his job, a teacher should organize it freely so he can act independently and creatively. But when a teacher does not possess such a freedom, a teacher will feel does not supported enough to perform well. Teaching is just like composing notes, when a composer has freedom to improvise during the process, it will produce better symphony than a composer with limited independence and limited alternative of notes.

However, some experts suggest that it is necessary to limit teacher autonomy as school administrators and policy makers must consider local and national expectations (Bjork, 2004). They believe that to restrain teacher autonomy is significant, since national administrator is the real possessor of education. So, schools have to accommodate national ambition in the best circumstance then; and after that, schools can implement the others' desires in another area. Teachers' desires are implemented only in the minor area of education since the consideration does not support teachers, and that teachers are not the real owner of education. But history has proven that when teachers' desire left behind and do not considered as the basis of decision making in schools, education will fail to raise and to shine. Teachers' desires then need to be considered as one significant factor in building education. And, the main will of teacher is autonomy. So, teacher autonomy is an important part to consider, since it also influences teachers' satisfactions and students' achievements.

The demand of enforcing teacher autonomy is the answer of the dilemma and paradox in educational world. As other organizations, schools nowadays also decentralized the power from top administrators to teachers. There is no more top down policy in school since now every element of schools has a power to suggest and to contribute in decision making process. According to Connell (1985 as cited by Friedman (1999), teachers in recent years have a very active role in school management. They have performed several tasks indicates to their greater involvement in organizational activity of school. Teachers' tasks then deal with issues such as budget, finance and inadequate resources (Friedman, 1999). The old notion of decisions is only made by administrators is no longer valid to these contemporary education systems. To transfer that power down level area is more recommended since its far better that the former one. It is obvious to say that, following the decentralized style of power is one of the key successes of future education. Procedures of this decentralized school power have been researching by many researchers and studies. Those researches suggest that in order to boost the school achievement, teacher autonomy notion should be strengthen and its implementation should be nourish within classrooms and schools.

The importance of teacher autonomy has generated researchers to develop methods of measuring teacher autonomy. Various psychometric instruments have been established in order to compute teacher autonomy. As cited by Strong (2012), the instruments include the Sense of Teacher Work Autonomy (SAS; Charters, 1976), Teaching Autonomy Scale (TAS; Pearson & Hall, 1993), The Self-Empowerment Index (SEI; Wilson, 1993), and the Teacher Work-Autonomy Scale (TWA; Friedman, 1999). Each of the tools has a benefit and restriction in measuring teacher autonomy. The strong side of one instrument will be the weak side of the others. The differentiations rose due to the inclusiveness, adaptability, completeness (of constructs), applicability, and ecological validity of the instruments (Strong, 2012). Strong (2012) has systematically investigated the reliability of each instrument and suggests which one shall be used in further research. Friedman briefly stated that APA is develop to empowering teacher against external interferences, pressure and control in area of classrooms; TAS is designed to empowering teachers to control work environment in area of classrooms; SEI is developed to strengthening teachers in self-empowerment in classroom area; and TWA is designed to strengthen teachers to work independently, initiate new activities both in classroom area and area of school. It is due to the latest education system that allowing teacher to have power and role outside the classroom and outside his former skill, teaching. Modern teacher have power in budgeting, designing and developing curriculum, making decision in school, administer certain division of school etc. Strong (2012) personally claimed that Teacher Work-Autonomy (TWA) is the most compelling, promising and reliable instruments to be applied in computing teacher autonomy due to its *up to date* content of assessments.

There are researches related to teacher autonomy in recent years. As we understand, the researches related to how to measure teacher autonomy so that the measurement procedures are developed times by times. We have been studying about SAS, TAS, SEI and TWA as international standard instruments to measure teacher autonomy (Strong, 2012). The latest is one of the convincing one, due to its dimensions of measure both in classroom dimension and school wide dimension as general (Strong, 2012). Teacher Work-Autonomy (TWA) instrument is developed in Israel by Friedman (1999) with the help of experienced teachers, senior principals and local administrators. Furthermore, the psychometric research of TWA also has been completed with the sample of US teachers by Strong (2012).

## Indonesian context

Government of Indonesia passed Law No. 14 of 2005 which states the rights of Indonesian teachers in performing their daily activities. At article no. 14 of Law No. 14 of 2005, government declares that in performing the professional job, teachers have rights to: *first*, having income over minimum life necessity (minimum rate salary) and having social welfare coverage; *second*, obtain promotion and get award of achievement in accomplish responsibilities, based on job and work achievement; *third*, having protection in performing work and having right on intellectual welfare; *fourth*, having opportunity in improving competences; *fifth*, utilize facilities of learning for supporting professional job; *sixth*, having freedom in assessing students and participate in deciding pass category, award of achievement and penalty for students in accordance to education principles, teacher norms and regulations; *seventh*, having sense of protection in performing job; *eighth*, having freedom in organizing and profession organization; *ninth*, having opportunity to participate in policy making of education; *tenth*, having chance to develop and improve academic qualifications and competences; and, *eleventh*, having trainings and profession development programs in his field.

Furthermore, other article of Law no.14 of 2005 states that government issued teacher obligations in accomplishing the work: *one*, to plan the learning and to perform the high-quality learning process and to score and evaluate studying outcome; *two*, to raise and develop academic qualification and competence simultaneously in accordance to development of knowledge; *three*, act objectively and indiscriminately and perform not based on gender, tribe, race and physical condition or family background and social economic status of students in learning process; *four*, to respect the regulations, laws, and teaching ethics and religious values and ethics; and *five*, to preserve and promote sense of national unity and integrity.

The profession of teacher in Indonesia have various challenges. The facts clearly suggest that teachers in Indonesia have difficulty in acquiring fundamental competences of teacher as claimed by the result of the Teacher Competence Test 2015. Moreover, teacher is one of the undecided professions in Indonesia due to the income produced by this profession (Herianto, 2004). People choose this profession only based on certain ideas of limited resource of study, limited money of study, limited time, limited challenge, limited problem in study, limited competences of eligibility etc. Likewise, teacher tends to be considered as second level worker due to its lack of reputation. This profession is though as the profession with the weakest positioning in the kingdom of work. Parents of a young woman will think more when they intend to hand their daughter to a teacher as his wife. The lack of prestige, money, social status and respect from society may be the considerations of every parent. This simple phenomenon is a clear indication that suggests the loss

of dignity in this profession.

In addition, it was never happen in Indonesia culture that youngsters intend to be school teacher. Secondary school alumnae expect to have such profession as doctor, lawyer, engineer or architect for their university department (Ibtisam, 2016). Some of them, who do not lucky enough go to those prestige colleges, like it or not will have to choose teacher department as their study place. The dilemma starts when students come to the faculty; they have a feeling of forces to be there. Then they have a very limited self-esteem to perform well in the faculty so that they only work sloppily for the degree (Herianto, 2004). Students considered being a teacher is a win-win solution activity besides to have no degree at all or having nothing to study. Also, there is no significant challenges exist in teacher training program that can generate the students to have better perceptions about education. Students seem have to work individual to grab that sense of belonging in education. There is no one who has desires to support and stimulate them to move on to the better level.

When we throw this ball back through history, we will find out that the similar condition happened to professors who are working in teacher faculty nowadays. They used to feel the same feeling as their students that the profession of teacher is an incidental profession due to the lack of choice they possess in previous time. Unfortunately, the professors do not work very hard to stop this vicious circle to be happened in the future. They maybe think that this idea is not significant to proceed. Yet, indeed, to advance this holy profession, significant actions need to be taken. We cannot let this phenomenon happen in the future. We must start now discussing and finding the way out of this situation. We want our next generation do not feel the same situation in their education. We want them to move faster than us to reach the future, for them and for this nation.

Base on the literature, there are reasons why education is inferior in Indonesia. The accidental student candidates, the unprepared teacher faculty and the flippancy of government in building this area, are some of the contributors for this lack of education quality in Indonesia (Herianto, 2004). A concrete action need to be taken to overcome those things. All elements of citizen need to cooperate and work together to decrease the difficulties. Students must realize that education is important not because it can be used to gain some money and materials but it is significant for the implication we can make after being educated. Teachers also have to fully prepare before teaching students. Teachers must apply the best methods he know and the best concepts he master to help students reach their dream. And government also has to serve people to get their education. It is government responsibility to provide citizen the best quality of education. Citizen deserves to have the best service from their government.

One of the indications that make teacher profession inferior is the government regulation.



Teacher profession does not have any law to support their daily work against any external disturbances. Professions as doctor and lawyer have powerful profession organizations that ready to fight with anyone violate their profession. Government also supports them with various regulations. Teacher in Indonesia only preserve by a single regulation called Law No.14 of 2005. But practically, teacher does not receive what they deserve to when they are situated in court. In some extreme cases in Indonesia, teachers around the country get prisoned just because doing his responsibility. They put into jail because of physically discipline the misbehave students. There are groups of people and organization that help the students but on the other hand, when the teacher receives the same attitude from the students no one come and help the teacher to solve the problems.

Moreover, government seems unable to run education system in this huge country effectively and, or at least how they can solve problem in education that have been raised for years. What is the basic problem in teachers' work is still unclear. As Bjork (2004) said that teachers have a long historical problem in Indonesia due to the government involvement, political activity etc. Nowadays, government still wants to get involve and control education system by establishing various Law that weakens teacher profession. The regulation seem effectively get the teacher busy with administrative tasks and ignoring their professional side. Nowadays, teachers are only evaluated by administrative tasks and never been evaluated by their professionalism such as teaching skills. As the result, teachers tend to work very hard and considering its seriously when dealing with the administrative tasks, but on the contrary, they tend to ignore, pessimistic and negating all the pedagogical skills and work very carelessly dealing with it.

Basically, a teacher has two jobs in school; academic job and administrative job. So far, government only evaluate teachers using administrative task, and decide teachers as professional teachers or novice teachers based on it. Academic jobs deals with classroom activities, managing students' problems and pedagogical issue. On the other hand, administrative job deals with duty of teacher in completing lesson plan, curriculum analysis, students score, students report, teacher report for principal, etc. In Indonesia teachers are more familiar with administrative tasks and tend to consider them seriously. It is because this matter will be the basis of teachers' evaluation by principals and school administrators (Bjork, 2004). Teachers are less worry related to their academic achievements because administrators and principals do not have time and passion to come to classrooms and evaluated them door to door, which is of course, will consume a lot of energy, time and concentration. It is easier and simpler to evaluate them administratively and judge teachers' work based on it. As a consequence, when observing teachers' work nowadays, it is understandable that most teachers pay more attention to their administrative work and most of them

ignore their academic work. Teachers tend to only care about certification, teaching plan, syllabus, curriculum paper while they neglect students' skill, class participation, student assessment etc.

Teachers intend to perform well in their academic job but government should decrease teachers' administrative job as a consequence. To build education world, what we really needs is teachers' roles in academic side because it influences students directly day by day. As we all agree that teachers main job is to teach not to write as a clerk. Teachers are trained to be excellent at pedagogical side, concept, professional and personal skill because those things are the matter that will influence students in classroom. They will imitate teachers' personal and professional side, not teachers' administrative performances. We have to decrease administrative job so that teachers can contribute more attention for the academic matters which is the matter that only teachers can do well. While administrative job of teachers can be dispense and rely on clerks.

Teacher autonomy should be the first thing to be considered in building education. By increasing teacher autonomy, teachers can perform their academic job and even administrative job creatively. Teachers as doctors have been train to do their job, but why can we trust our doctor and we cannot trust our teacher? We have an unreasonable thinking to underestimate our teacher. We need to strengthen teachers' power and let them to contribute more in schools. Do not limit teachers' contribution in schools, but provide teachers access to contribute more in budgeting, financial matter even decision making process. Teachers deserved to get involve in those things due to his intimate possession in students' daily activity. Students know their teachers better than they know their principals or school staffs and vice versa. So when teachers possess the power to make decision in schools, teachers will make a decision that directly contribute to students need in solving their difficulty and improving their ability.

In short, in order to bring back our education glory, the first thing to do is to bring back our teacher autonomy. Having gaining back their autonomy in their workplace, teachers can do their job creatively, effectively, and independently. They can contribute more in schools in various ways and aspects. The administrators also have to trust teachers to get involve in official issue dealing with financial problem and school regulation. Last but not least, the national regulation and school regulation must support teacher empowerment. Regulations should backup teachers to do the best and should protect them from intervention and negative forces against teachers.

## 1.2 Purpose of study

Due to its broadly implemented in schools around the world, teacher autonomy is now substantial to be assessed. Recognizing teacher level of autonomy benefited in building positive features of school. As almost all schools have implemented the notion of rising teacher autonomy, the main task then is to analyse whether this kind of potency generate teachers to upsurge their professionalism or on the contrary, this force reduce their vision of work. We need to ask teacher whether they are pleased with this vigour, they feel timid in employing this power or even worse teacher feel apologetic because having to do extra jobs besides teaching (Bjork, 2004). Teachers maybe have several thoughts toward the impact of implementing this teacher autonomy policy.

There is one feature to make sure though when the researchers suggest that the greater teacher autonomy score does a school possess, the more efficient the school are. Is it applicable in all schools? Can we generalize the claim to all schools around the world? Does certain conditions and traditions required and affected the claim? Is there any other relation between teacher autonomy and professional competences? Besides the entire questions above, researchers has significantly claim that how eminent does a school now days depend on how autonomous the teachers are.

Having mention about the relationship between Teacher Work-Autonomy and teacher professional competences, this research is significant to be conducted in order to bring further comprehension of teacher autonomy and to increase understanding of relationship between autonomy and teacher professionalism. We will utilize the same instrument as Strong (2012) to measure the Teacher Work-Autonomy and we will apply the same instrument as Niemi (2012) to measure teacher professional competences. Our survey was answered by 70 teachers of *Sekolah Sukma Bangsa* in Aceh from the total population of 120 fulltime teachers.

This research conducted to investigate the current perception of teacher work-autonomy by the sample of *Sekolah Sukma Bangsa* teachers. Moreover, the study also will provide the current perception of teacher professional competence. It will examine what statistical relationship can be found between Teacher Work-Autonomy (TWA) and teacher professional competences (TPC). Furthermore, there are analyses related to the variation in perception of Teacher Work-Autonomy (TWA) and teacher professional competences (TPC) in *Sekolah Sukma Bangsa* based on gender, experience and school location of the participants. As we need various point of view related to teacher autonomy, this research are going to achieve the relationship of Teacher Work-Autonomy and teacher competency by using the Teacher Work-Autonomy instrument applied by Strong and teacher professional competences instruments utilized by Niemi (2012).

## Research questions

The principal purposes of this study are to investigate:

1. What are Teacher professional competences of *Sekolah Sukma Bangsa* teachers in Aceh?
2. What is Teacher work-autonomy of *Sekolah Sukma Bangsa* teachers in Aceh?
3. What relationships can be found between teacher professional competences and Teacher Work-Autonomy and of *Sekolah Sukma Bangsa* teachers in Aceh?
4. Is there any difference in Teacher professional competences based on gender, school location, classroom teacher/subject teacher, grade level or teaching experiences?
5. Is there any difference in Teacher Work-Autonomy based on gender, school location, classroom teacher/subject teacher, grade level or teaching experiences?

## 2 FROM CONTROLLING TOWARDS AUTONOMY

### *2.1 Teacher as a profession*

Profession as a teacher seems to have a very weak supremacy in work-autonomy comparing to such profession as doctor, accountant, lawyer, architect, and technician, which own forces to make decision in the working environment. Conventionally, the job of a teacher is only to teach students in classrooms, and the power of teachers will reduce as teachers left the classrooms. A teacher becomes an ordinary man and society expects nothing from him/her outside his/her workplace. Teacher professionalism diminishes just after a teacher gets out of the classrooms. However, actually teachers also can contribute more in other areas beside the classrooms. Teachers have talents to be contributed in such areas as managing, planning, budgeting, problem solving or even in field of decision making. Extra-role behaviour has a positive correlation with teacher job satisfaction in three levels of school system: the student, the team and the organisation (Somech. A & Drach-Zahary. A, 2000).

A teacher may feel very envious of his/her colleagues' profession such as doctor. In a doctor daily activity, he/she possesses a total control in his/her working room. He can do anything that he consider important and practical to help his patients. There is no force can manipulate the power of doctor in the work place. But, in case of teacher working area, the story is different. When we take a look what happen in teachers' working rooms, the classrooms, teachers sometime are not brave enough to rule the classroom as they desire based on professional knowledge due to the forces that manipulate their autonomy. All teachers need to have authority in classrooms in order to be able to execute all their professional ability as educators (McGrail, 2007). In many cases, the forces of teachers in classrooms were denied by school authority or maybe by national government or local authority. Teachers' power even weakens by local or national regulation. As the result, profession of teacher is implemented not as concepts that proposed by various theories.

Yet, there is no regulation protects the profession in our local and national regulation. This phenomenon continually generates another problem in teacher working environment. Teachers feel anxious to take any possible and professional actions in helping students with their studying

challenges. Several cases emerge nationally and locally based on this phenomenon. Some teachers even had been put in jail, because students reported them to Police, due to a small pinch they have from teacher because of their misbehaviours. TRIBUNNEWS.COM (2016) reported that a parent work as a Police officer had put his daughter's Biology teacher into jail, accusing of pinching his daughter. Miserably, no one help the teacher in court; teacher organization or non-government organization do not work to protect the teacher. Ideally, government have to describe a concrete job description of teacher together with a regulation as a shield against any challenges in teacher daily activities.

Developments of curriculum long time ago had not strengthened the power of teacher. Tamir (1986 as cited by Strong, 2012) noted that disappointments toward curriculum reform in 1960 were increase due to an exclusion of teachers participation in determining the curriculum. However, researchers suggest that autonomy in work influence the professionalism of workers. Teachers find out that their forces were getting weak day by day as the others powers were getting stronger. As the result, education system seems failed to educate students to be at the top of society affected by an ineffectiveness of teaching learning process due to lack of teachers involvement in managing schools. Short (1994) claimed that teacher autonomy is a key factor in school reform and an important aspect of teacher work motivation. Such issue as regulation, administrator, culture, even the teacher himself are accused of reducing teacher autonomy. As a professional profession, teachers should not give up while their autonomy is reduced, but they should find out the way out of the complicated situation. The teaching learning process should not be vain; so, teacher autonomy must be given back to teachers.

This is an era of decentralization, as many organizations decrease power of administrators to be transferred to staff members. This process of increasing professional autonomy of the staffs claimed by several study will direct organizations to be more efficient (Huber, Sutcliffe, Miller, & Glick, 1995). As someone given total control of his working area, he will provide more creativity and effectiveness in his working. This period of decentralization also influence education field. School administrators have started to decentralize their power to staffs and teachers. As the autonomy of staffs and teachers strengthen, teachers and staffs have a power to make decisions, to discuss budgets, to think about school resources, to influence financial issues, etc.

## The Rise of Teacher Autonomy

Researches related to teacher autonomy have been accomplished in recent years and as we understand, most of those are researches related to how to measure teacher autonomy. The measurement procedures have been developed times by times. There are SAS, TAS, SEI and TWA as international standard instruments to measure teacher autonomy (Strong, 2012). The latest is the convincing one due to its dimensions of measure, both in classroom dimensions and school wide dimensions as general (Strong). Teacher Work-Autonomy (TWA) instrument was developed in Israel by Friedman (1999) with the help of experienced teachers, senior principals and local administrators and the psychometric research of TWA also had been completed with a sample of US teachers by Strong (2004).

In Indonesia, research associated with teacher autonomy accomplished related to Education decentralized. It said that more than five decades, central government drove the education with messages of national unity. Schools and classrooms are decorated with national heroes, national logos, national regulations etc. Schools are directed to follow all regulations from national level to be implemented in classrooms. Before students learn about themselves, students were taught to memorize names of national administrators such as presidents, ministers, governors, military generals, name of the memoriam places and historical days. Students do not direct to acknowledge themselves first or what are their dreams, their talents, their interests etc. The national unity issues were leading powers behind Indonesian government activities and policy making for the last past half-century (Darmaputera 1988; Schwarz, 2000a, b as cited by Bjork, 2004). Teachers and educators were adjusted surrounds those objectives and they tend to follow all instructions related to the national interests.

Bjork (2004) claims that classrooms “were decorated with pictures of national heroes”, politicians, administrators and ceremonies were directed to respect the states. Moreover, the curriculum was designed to produce students with tough patriotism. On the other hand, instructions, pedagogic skills, evaluations were not a priority in government regulation. There were no evaluations or observations on teachers’ pedagogical and instructional ability constructed by government. Teachers never had any chance to discuss with the administrators issues related to their personal and professional development. Even for some reasons, discussing politics in schools will cause the end of a teacher career, but to do not attend in classrooms for teaching sessions will be forgiven. In consequence, teachers in Indonesia always try to obey rules of the government and manage their behaviours according to situations in order to conserve their position in work place.

Furthermore, related to teacher professional competences, Niemi (2012) claims that in Europe, teacher professional competences have been established in several of expert group discussions. A “Common European principles for teachers’ competences and qualification” sets three main dimensions of teachers’ works and responsibilities: *first*, human beings - work with others; *second*, knowledge - work with knowledge, technology and information; and *third*, society - work with and in society. Niemi’s constructs of teacher professional competences are *first*, designing own instruction; *second*, cooperation—teachers working with others; *third*, ethical commitment in teaching profession; and *fourth*, diversity of pupils and preparing them for future.

However, this study will investigate a relationship between teacher autonomy and teacher professional competence. This research is significant to be conducted in order to bring further comprehension of teacher autonomy and to increase understanding of a relationship between autonomy and teacher professionalism. Furthermore, a study related to relationship between teacher autonomy and teacher professional competence is not widely available.

## 2.2 Teacher professional competences

In notions of professionalism, there are conditions to be accomplished by an individual in order to be called as a professional worker. The main prerequisite of professionalism is that employees have a sense of autonomy while doing their responsibility (Muhson, 2004). A teacher has been considered as a professional employee due to its suitability in fulfilling all standards of professional job. Teachers have suited all principles of professional employee, as stated by Luthfi (1984) there are some indications of such thought.

*First*, teachers have an exclusive expertise which is different from other professions; moreover, teachers’ skills are obtained by special trainings. As other profession, a person need to master special skills to get a job as a teacher. Those skills will only possess by those who join a special training in teacher education institution. Whoever desire to be a teacher have to show some interest in pedagogical skill, managerial skill, communication skill, having some value of sharing, honest, enthusiastic in knowledge, personal value etc. Having mastering the entire prerequisite characteristics, a candidate must work on himself in grasping expertise on how to get engage with students and society. Of course, certain amount of time shall be invested to fully engage with all the criteria above. That is why, the profession of teacher is exclusively separated from other profession and it brings his own value which is different from other professions.

*Second*, teachers’ work is considered as a fulltime job, thus, the profession of a teacher is not an amateur job which can be easily mastering and applying by anybody at any time. Due to its



timing of working and conditions of work, there is no opportunity for a person to work as part-time teacher. When you become a teacher, it is considered that you have to pay a full attention and full time to the job. It indicates that there is no one can possibly work as a teacher halftime, half-hearted, halfway, half prepared since a responsibility of this profession is beyond the official goals. So, it is clearly indicate that this profession is a professional work that can be done only by a full time worker with a full attention.

*Third*, teachers have standard theories in practicing their works; hence, teachers' works are always based on educational theories and standard operational procedure of the profession. When teachers intend to perform the job description, they need to consult to the latest knowledge and information related to their responsibility. Becoming a teacher means a responsibility of understanding theories of teaching, learning, evaluating, managing and the other skills that identically possess by a teacher is become a demand. By negotiating of every work steps to the theories indicate that this profession does not work based on instinct or human supernatural power, but it is really based on research and decades of experiences. It is not an exaggeration then to say that a teacher is a profession that relies on science and research so that we can truly believe that there is no coincidental and trial in applying all the teaching skills and practices.

Furthermore; *four*, a teacher is a profession that has contribution in building a society, in other words, a teacher works not only as a professional worker with an intention of gaining income for a living but also works and contributes in growing and developing people around a society. Teachers play important roles in building a society. Likewise, a society on the other hand also tends to consult various idea and problem to teachers. Teachers have a reputation of a mentor within a society. So, besides working professionally to gain some income for a living, teachers also actively contribute in building a positive environment in a society. Thus, this profession continually nourish and fertilize ideas of society building and become a leading person of the movement. This act will initiate and stimulate other profession to contribute in the society as well; and in time, it will trigger even better movements when other professions are ready to do so.

*Five*, teachers own diagnostic skills that allow them to apply very applicative theories based on needs of clients (students). Specific clients have typical problems. With a skill of diagnostic, teachers are able to identify specific problems to the client (students) and provide a best solution accordingly. Teacher can provide thousand solutions for thousands of students. This expertise indicates that a teacher is a profession with a special gift in helping the needy by providing them the best way out. This problem-solving expertise indicates that only a special person can serve in this profession, it is a teacher. Somehow, any random people can pretend to teach students in some occasions, but when they are confronting to a diagnostic sessions, these teachers will show some

unconfident mimic which indicate that they are half prepared or even prove that they have zero diagnostic skill.

Then, *six*, a teacher applied the work based on common teacher ethic both in schools and societies. An absence of this ethic should be considered as a crime and should be prosecute in courts. This profession provides some basic rules to be performed by its members. These rules are legitimate so that violation against these rules shall be considered as a criminal and immoral. This notion will preserve teacher professionalism and will be a standard operational procedure for the profession. The common ethic indicates this profession is not an illegal profession. The general standard procedure of this profession is released publicly so that people can fully observe if there are misbehaves of teachers. A teacher does not work silently using a black outfit in a dark night so that people cannot observe the trick. Conversely, a teacher works in public with ready to be observed standard operational procedures. A teacher is also ready to be confronted to anyone who desired to discuss about anything. Whenever a violation against the ethics is found in the observation, public can easily take any possible and responsible actions to confront it. It will therefore prevent any further damage in the situation. Hence, due to its based on ethics work operation, teacher shall be considered as a professional profession.

*Seven*, a teacher has exclusive clients, these service users only can acquire such treatment from specific profession, and in this case students only can be treated by a teacher to obtain educational treatments. Just like the other professional profession, a teacher also has specific client that regularly consult him/her in the education circumstance. In this case, direct clients of a teacher are students. But indirectly, parents and citizens are also part of a teacher's clients because they also consult the teacher regularly to discuss personal problems. This indicates that this profession does not similar to any other professions. A teacher do not whip any others consumer. A teacher has different services for people, that why they come to a teacher to access services that cannot be provided by any other professions. There are professions which have indefinable clients so that they tend to compete to gain more clients than competitors. A teacher indeed possess immense and identic group of clients. It is then clear to declare that this is a real profession with eminent indication of professionalism.

The last, *eight*, a teacher has a special organization in developing the profession quality. In such teachers' organization, teachers work and cooperate to foster their excellence by supports of other teachers. They review the latest concepts and theories of education, manage certain trainings, publish journals and magazines, organize cooperation with other organization, exhibit annual meetings and discussions etc. This organization also can provide helps with a power it has whenever a teacher faces a problem due to its daily responsibility. Any conflict with anyone will be

easily solved with an assistance of colleagues within the organization who basically understand essential parts of each teacher problems. Those explanations clearly indicate that a teacher is a real professional profession.

A basic notion of professionalism as claim by Robson (2006) is autonomy, professional knowledge and responsibility. All of the notions related to a teacher works in variety of contexts. *First*, autonomy is an idea of that a teacher is free to make decisions related to his work as choosing teaching techniques as well as having freedom from external pressures. Conventionally, a teacher is allowed to have autonomy in level of classroom and school freedom. In some cases, personal autonomy of workers may be constrained, and should be negotiated under several conditions (Hoyle et al., 1970). Those who are still interested in understanding the idea of a teacher as a profession keep writing about schools, they less comprehend what actually happen in classrooms as a consequence, they write less about teaching itself. *Second*, professional knowledge, as Larson (1990) defined 'the professional project' as attempt to collect a body of specialized knowledge and to use it into economic reward. Teachers organize professional knowledge and pedagogical knowledge as a key strategy for enhancing a status of the professional group. Discussing teacher professional knowledge, we will find a unique position of a teacher. Professions such as engineer, doctor, and lawyer will gain their professional knowledge by acquiring special knowledge related to their field of practice. But in position of teachers, they will achieve professional knowledge after obtaining a special knowledge in subject of study and mastering techniques on how to teach it.

A significant point to draw is that in many universities, an expertise or knowledge of teaching is still a secondary concern. As Simon (1981) argued that in England an approach to educational theory and practice to the science of teaching (pedagogy) is pragmatic and amateurish. *Third*, responsibility, it concern that individual practitioner have an opportunity to decide and to make point and judgements about best actions (Furlong et al., 2000). A teacher has to act in accordance to their role as a parent at school for all students. A teacher responsibility is, *first*, to attract a teacher with commitment to improve the quality of low achiever; *second*, to concern in increasing administrative works and; *third*, to have a responsibility to stakeholders and society in general. Additionally, Millerson (1964) stated that sociologist in 1950s and 1960s tried to ascertain a profession prerequisite characteristics. And the characteristics are; *one*, theoretical knowledge based practices; *two*, trained and educated with specific field approved by special assessments; *three*, public interests code of profession conduct orientation; and *four*, having a great professional association.

### 2.2.1 Teacher work

Based on literature survey (Doyle, 1986; Gibson & Dembo, 1984; Rosenshine & Stevens, 1986; Sarason, 1996 as cited by Friedman, 1999), teachers have to perform the following function within classrooms and schools; *first*, understand students' personal, psychological and scholastic necessity due to teacher main responsibility to enhance students' capacity building. Achieving a thoughtful understanding of students' personal, psychological, and scholastic needs (Strong, 2012) mean that teachers have to fully understand an external and an internal side of students. This is an important issue for teachers in order to have a comprehensive perspective of teaching learning process. Students' personal side deals with their personal sense of individual need. Teachers should recognize students' personal need so that they can prepare some supplements for students in overcoming their personal need. Students' psychological need mean that students have a demand in their inner side of capability. Students' scholastic need mean that students have a lack of ability dealing with a scholastic ability; things like an ability of critical, learning and teaching.

*Second*, creating a good relationship between teachers-students and students-students in order to meet students' psychological achievements. A good relationship is a psychological need for human beings as social creatures. When students have a positive relationship with other students and with teachers, they have fulfilled one important achievement in education. Making friends and having relation with people around is one important value that will affect the other achievement in life. Teachers have to create a positive learning environment at school that promotes social activities and social participations from students. The activities will train students to interact with other students and teachers, they also will encourage students' psychological intelligent.

*Third*, applying standardized teaching method to optimizing students' capacity. Teachers need to concern on this issue very well. The art of teaching and other pedagogical activity must be conducted excellently because it relates directly to students' capacity building. This is the core of teaching learning process. When this activity proceeds well, the other supplementary activities will run effectively too. Teachers should apply current teaching methods to support students work. Teachers should do research every time based on their daily work and then decide what to revise and evaluate in their daily performance in order to promote students' achievement.

*Four*, to utilize counselling and assessment techniques in order to solve problems related to students' discipline and inappropriate manners. All of students' problems must be solved with research based knowledge. A change in knowledge always brings us new appropriate ways of handling problems. A use of old fashion way may trigger even bigger problems in teachers-students relationship. The choosing of appropriate approach will affect the whole process of

counselling. Assessment techniques of problem solving need to be applied in approaching the discipline problems and inappropriate manners of students.

### 2.2.2 Teacher basic expertise

Teachers' basic expertise is *first*, classroom management, *second*, content knowledge, *third*, understanding students' personal and social circumstances (Boyer, 1984 as cited by Friedman). Teachers' classroom activity can be classified as these seven main characteristics: *first* managing students psychological necessity; *second*, dealing with students' academic need; *third*, providing high quality classrooms' relationship to inspire students and to control inappropriate behaviours; *fourth*, working with parents; *fifth*, establishing an effective teaching timetable and arrange a societal classroom; *sixth*, producing operational teaching method to establish effective learning; and *seventh*, creating working ground rule in school wide areas and classrooms. Besides such classroom activities, present-day teachers also participate in variety active roles in schools such as playing a role in management teams and getting involved in a school as an organization.

A notion of a teacher as a researcher performs a wide-ranging role in schools as well as in society. In Europe, teacher professional competences have been divine in several of expert group discussions. A "common European principles for teachers' competences and qualification" sets three main dimensions of teachers' work: *first*, human beings - work with others; *second*, knowledge - work with knowledge, technology and information; and *third*, society - work with and in society (Niemi, 2012).

Teacher responsibilities as stated in the European draft called "Common European Principles for Teacher Competences and Qualification" is that teachers have to (a) work with others (learners and teachers); (b) work with knowledge, technology and information and; (c) work with and in society (Memorandum, 2005; European Commission, 2007). *First*, to work with others means teachers should be able to work with students and society as their main clients. They should be able to stimulate students to work with their top performances, while teachers also want to help society to get mature and to transform into a fully citizen, who are ready to contribute and to become an active member of a society. Moreover, teachers also needs to work with their teacher colleagues in order to boost their own learning and teaching skills. In working with all of them, teachers need to understand concepts of human growth and development (Niemi, 2012).

*Second*, to work with knowledge means teachers stand in the position of mastering all kind of knowledge. Teachers should be ready to work with various kind of knowledge (Niemi, 2012). As they will be consulted by numerous groups of people, with of course numerous kind of knowledge.

Just like a parent who should be ready to get consult by their ultra-curious children at home with numerous of unexpected or irrational questions. As parents should be ready to be a walking encyclopaedia, teachers should be as well. But the question is; Are teachers ready for it? Yes, when a teacher training centre equipped them to do so. Furthermore, teachers should be ready in applying all technology to help the clients in developing themselves. Since technology nowadays is a kind of diminution where all nutritious, advance and latest knowledge can be easily found and learn.

*Third*, to work with and in society means teachers should be able to build values in a society, to respect each citizen and to contribute actively in building a society. Teachers' skill should enable them to encourage a notion of multiculturalism in a society, which a society does not belong to a specific group of people but it belongs to all member of society. So an idea of racism, Islamophobia, and cultural exclusivism should not take place within a modern citizenship. Teachers should be able to actively cooperate with anyone who care and responsible to every idea to work together in building a better society.

### 2.2.3 Concept and measuring teacher professional competences

A conceptualization construct of teacher professional competences are *first*, designing own instruction; *second*, cooperation— teachers working with others; *third*, ethical commitment in teaching profession; *fourth*, diversity of pupils and preparing them for future. Definitions of five factors as provided by Niemi (2012) for the teacher professional competences are as follows:

- I. *Designing own instruction: using teaching method, self-evaluating of own teaching, designing instruction, independent management of teachers' tasks, evaluating students' learning capacity, mastering academic content of curriculum.*
- II. *Cooperation— teachers working with others: managing classroom interaction, evaluating and grading students, managing tasks outside classroom, working in school community, administrative tasks, working with student welfare group, cooperation with parents, acting in conflict situation.*
- III. *Ethical commitments in teaching profession: education of a student's whole personality, development of own educational philosophy, confronting changing around a school, ethical basis awareness of teaching profession, commitment to teaching profession, lifelong professional growth, supporting student individual growth.*
- IV. *Diversity of pupils and preparing them for the future: differentiating of teaching, providing students' readiness for daily life, preparing students future society, intercultural education, promoting sex equity, confronting*

*multiculturalism, media education readiness, developing application in information technology, cooperation with representative of cultural life.*

- V. *Teachers' own professional learning: developing school curriculum, critical assessment of teacher education, working as agent of change in society, cooperative action research, revising students' learning experience, post graduate studies in education, researching of own work, self-regulated learning, critical reflection of own work, cooperation with representative of work life (Niemi, 2012, p.33).*

## **2.3 Teacher autonomy**

Analysing the word itself, the initial '*autos*' refers to 'self', while '*nomos*' is the second component, relating to a law governing an individual (Siebert and Mills, 2007 as cited by Gemma Parker, 2015). Teacher autonomy means a power of teacher to act and work independently, free from any external forces. This kind of power is important due to its various benefits in a teacher job. Teacher autonomy brings several advantages for teachers and schools when it applied into practices in daily activity. Several theories related to teacher autonomy claims that teacher autonomy is one of a desired power in work activity by a teacher. The other theories said that any organization without autonomy will fail to perform well. The theories suggest that an administrator of an organization should share and transfer the autonomy to their staff members. Staff members should have power to perform not only a basic job description but also contribute to the organization by giving ideas and supports in a budgeting process, a decision making process, and other strategic organization activity.

To decrease teacher autonomy means to weaken a power of the whole school as an organization. As teachers own one of a strategic role in school, empowering their forces is one significant thing to be considered. When we want to stop empowering their power, we might think that our organization is in danger. An impact of diminished autonomy is cited as a contributing factor to teachers' de-professionalization (Evans, 2011; MacBeath, 2012). How we might possibly think that our organization run toward a better destination when our main characters are unprofessional. We might worry that we are getting closer to the end. Thus, when teachers fail to have their autonomy, it is a clear signal that the situations will direct schools into a great damage.

Teacher autonomy is a means of encouraging and strengthening a power of teachers in a personal or a professional arena, not just as a buffer against pressures exerted to teachers (Friedman, 1999). To protect our teachers again any external pressure onto them is a must action to do. Teachers' personal and professional side is also need to be protected from any pressures. In the

professional side, we need to protect our teachers' professional role such as teaching, managing classroom, evaluating students, developing curriculum etc. On the other hand, we have to preserve teachers' power in teachers' personal side role as well such as responsibility, honest, eagerness, wise, etc. We have to make sure that there are no one decreases their true power in managing all those activities. They need to do all of it in freedom.

### 2.3.1 Elements of teacher autonomy

There are four elements of teacher autonomy: spheres of teacher autonomy, decision making ability, freedom and control (Strong, 2012). All these area of teacher autonomy related and supported each other in composing a total autonomy of teachers. They serve as a fundamental of autonomy and cannot be separated or diminish by anymore. The smallest part of teacher autonomy is that teachers may administer all their basic responsibility in everyday work. Teachers have to control curriculum, pedagogy and assessment as their everyday activity and no one but teachers have better understanding related to those things. It is teachers who did it every time and it is teachers who comprehend and understand students every day.

According to Lcoe (2006), O'Hara (2006) and Rudolf (2006) as cited by Strong (2012), there are six different arenas of teacher autonomy: curriculum, pedagogy, assessment, student behaviour, classroom environment and professional development. Teachers should have a total control in those arenas. Teachers are leaders in charge when discussing and making decision in those strategic arenas. Furthermore, Strong (2012) divided these spheres of teacher autonomy into two main divisions; teaching pedagogy (individual classroom operation) and school wide operating (administration and design for the whole school).

*First*, in the curriculum arena, teachers have autonomy in developing the curriculum in order to fit teachers' and students' need in a study planning. Teachers may take decisions based on an individual consideration or a discussion with students in deciding how to develop the curriculum. Teachers may add some extra curriculum activity to a standard curriculum to fit students' and teachers' need. Moreover, teachers also may modified and make some innovations into the curriculum by initiating new enrichments or cultural activities onto the curriculum. Furthermore, teachers also may develop the new curriculum by adding an old element of curriculum that they think significant to be implemented; or even teachers may compose a new material for their students in future classroom activities. Teachers also may add or delete any teaching subject from the official curriculum.



*Second*, pedagogy is another sphere of autonomy that authorizes teachers to choose an appropriate teaching way in their daily activity. Teachers are able to select and decide materials for classrooms' teaching learning process. Then, teachers also may take decision related to classrooms' physical environment. They also have power in choosing and utilizing personal interest instructions beyond the obligatory curriculum guidelines. Teachers will also decide without any principal consent to reward students who has an individual improvement and achievements. Teachers will also decide on classrooms' procedures.

*Third*, assessment is also an area of autonomy for teachers. Teachers can choose an appropriate way of assessment in assessing students' achievement. Teachers will decide criteria for students' assessment process. They will decide some practical techniques for students' progress assessment. Then, teachers will also decide on testing and scoring criteria of students' assessment process. Moreover, teachers have power to decide scores for students without any pressure from school administrators.

*Four*, students' behaviour is also an area of teacher autonomy where teachers actually have a power to arrange students' behaviours. Teachers will initiate a standard norm and behaviour to be implemented in daily classroom activities. All classrooms members then should obey the whole standard classroom operating. Any violation against the rule may lead to suspension or any other penalty.

*Five*, classroom behaviour is also area of teacher autonomy where teacher can choose appropriate attitudes to be applied in classrooms. Teachers will choose and decide how to behave in classrooms for teachers and students. Also, teachers and students can establish standards classroom behaviour for all member of the class. The main advantage of classroom behaviour is that to recognize and implement all of appropriate behaviour, so that all class members can acquire educational goals without any obstacle, because of misbehaviour in a learning environment.

*Six*, professional development, is also part of teachers' power in developing professionalism of students and in building teachers' personal professionalism. Teachers actually can select a location and a schedule for their in service trainings. Teachers also can choose topics and subjects for their trainings. Teachers are able to appoint instructors for their capacity building session. In overall, basically teachers have power to make decision on their personal enrichment in general education.

Furthermore, decision making ability; it allows teachers' choice and determination in critical issues surrounding their duty. This field of autonomy is significant for teachers because it relates directly into their professionalism. They know what is better for them and for their students. Teachers will decide the best decision regarding curriculum, pedagogy, assessment etc. that best fit

to students need. Through these decisions, teachers also will take responsibility if any unwanted situation emerges. Crawford (2001) said as cited by Strong (2012) decision making ability is the hallmark of teacher autonomy. When some schools claim that their teachers have full autonomy, then it should be tested by asking to the administrator of the school whether their teachers have this power of decision making. Teachers are trained to be experts of classrooms procedures, thus, teachers should possess the decision making ability related to what they can do best (Elmore, 1987 as cited by Strong, 2012).

Freedom is the other element of teacher autonomy. Brunetti (2001 as cited by Strong, 2012) defined autonomy as freedom from claims and pressures from other teachers and officers. This freedom provides teachers to act based on their professionalism. They can liberally implement and develop their pedagogical skills in the work. This element also prevents teachers from being stressful because of demands of administrators that usually disturb teachers' activities and professionalism. Teachers may have liberty in delivering a curriculum (Curren, 2007 as cited by Strong, 2012), lack of restrictions in applying classrooms operation (Brunetti, 2001 as cited by Strong, 2012).

The last element is control. Sentovich (2004 as cited by Strong, 2012) believed that this control as such control so that teachers "being in charge" of classrooms instructions. It is significant to understand who is in charge in an activity process. Like the other activity process, teaching learning process also need a leader. A teacher is the leader in charge in classrooms. So no one inside or outside classrooms may demand or press teachers in situation that unwanted by them. Teachers have a liberty to decide a basic manner to be implemented in an operation of classrooms. Teachers hold full authority in classrooms and together with students, teachers who craft classrooms activities to meet the goals of education.

### 2.3.2 Significances of teacher autonomy

There are four significances of teacher autonomy; desired work place condition, teacher job satisfaction, teaching self-efficacy, positive teacher attitude and performance and influencing student achievement. The importance will raise a school commitment to develop teacher autonomy because its implication will bring good characteristics of schools. Besides, these days are the era of decentralization and any organization neglect the centralization will left behind. One of the biggest significant of teaching autonomy is that teacher autonomy is a desired workplace condition by all teachers; novice and expert teachers. When teachers come to a school, they will ask first is there

any teacher autonomy here; otherwise, they will leave or maybe later after they realize that they do not get what they desired for they will repent.

The first significant of teacher autonomy is desired workplace condition. Autonomy is the main need by teachers in a workplace. Teachers desire for autonomy in the work place due to its significance in succeeding their works. It says that without teacher autonomy, teachers cannot finish the work in a school independently based on their professionalism. Literature as cited by Strong (2012) stated that autonomy is associated with beneficial school characteristics together with teacher retention, higher salary, greater resources for their students, school facility, class size and commute time (Hornig, 2009, Guarino et al, 2006). The other is intangible in quality, safe environment, parent involvement (Johnson & Birkeland, 2001) and community support (Ingersoll, 2001).

*First*, the significant of teacher autonomy is a desire work place condition; all teachers desire autonomy in their daily work. Autonomy will drive the work independently and creatively in achieving goals of education. Teachers need to feel supported at schools. One way to do it is by providing them the autonomy in their work activity. *Second*, higher salary is another work place condition that desired by teachers. When teachers can provide themselves things that they need, it is easier for teachers to think about students' needs and school needs. *Third*, greater resources for their students, all teachers want to help their students to overcome the major study problems, and one way to do it is by providing the students all the resources they need and all the resources that will support them to overcome their goal. *Four*, safe environment, is also a desired work place condition for both teachers and students. Without a supported and safe environment, students and teachers cannot maximize their works and contributions due to disturbances from the environment. *Five*, parent involvement is a support for teachers to work better in schools. Parents can contribute to continue a learning process by providing a supported home environment to a study activity at home so that students can also work at home whenever they want to. *Six*, school facilities, are also part of supports from schools for teachers and students. Facilities just like a positive environment will always provide good things for study. Teachers and students can work better when they have supported facilities. Hence, from of all the desire work conditions, autonomy as the teachers' capacity to decide pedagogy, curriculum and participated in whole-school decision making may be the most recurring element.

*Second*, teacher job satisfaction; so then it prevents teacher retention from schools. Novice teachers as well as expert teachers need a power of control in classrooms, participated in deciding school policy and administrative support from school. They will only stay in schools which provide them those two important elements. Teachers satisfaction also influenced by positive administrative

leadership that provide freedom to teachers to make diagnostic decisions related to school wide features. *Third*, teacher autonomy associate with teaching self-effectiveness, constructive teacher attitude and performance. And the last is influence students' achievement. Schools that permit teachers to control areas as school administrations give higher academic accomplishment of students. Teaching-learning process will be meaningful when teachers - not external forces - decide teaching instructions, methods and other pedagogical features.

### 2.3.3 Concept and measuring teacher autonomy

There are some paradoxes in teacher autonomy. It is a paradox because when some research findings demonstrate that teachers have high autonomy over their classrooms and class activities; teachers remain requesting for greater autonomy on their work (Strong, 2012). What are the possible reasons for such contradiction in the research finding? Noticeable paradox between the findings of high level autonomy reported in researches and requests for greater teacher autonomy in reality may be attributed to the following aspects. *First*, it causes by such thing as change in the concept of teacher autonomy. While at the beginning of examinations of teacher autonomy, researchers tend to choose different concept to start the research. Some researches analyse the freedom on the job while the other researches study teacher work component freedom from external interference, pressure and control. A broad understanding of teacher autonomy is also influencing the result. Nowadays, teacher autonomy included independency and control, decision making ability (Strong). It also claimed that teacher autonomy may take place either in classrooms or entire schools. Those broad understandings and fragmented of the concepts may deliver different result of measurements.

*Second*, concept of measurement. There are several concepts of measurements that have been developed year by year by researcher due to the significance of measuring teacher autonomy. As cited by Strong (2012), the instruments involve the Sense of Teacher Work Autonomy (SAS; Charters, 1976), Teaching Autonomy Scale (TAS; Pearson & Hall, 1993), The Self-Empowerment Index (SEI; Wilson, 1993), and the Teacher Work-Autonomy Scale (TWA; Friedman, 1999). Each instrument composed different attachments of teacher autonomy elements in the conceptualization of the constructs of teacher autonomy (Table 1). The conceptualization constructs of teacher autonomy are as follow:

1. *SAS: the teacher's belief about freedom from external interference, pressure or control. The SAS defines all external constraint as anything originating from outside the classroom.*

2. *TAS: the teacher's perception as to whether they can control their work environment.*
3. *SEI: self-empowerment as the individual's perceived personal, internal power. The SEI equates teachers' autonomy with self-empowerment. Though the two constructs possess many commonalities, research generally considers them as two distinct constructs and thus the SEI's validity as a test of autonomy is questionable.*
4. *TWA: the bestowal or generation of teacher power. These behaviours are demonstrated by a teacher who "...works independently, initiates new activities, and is free to change existing work procedures in an effort to adapt them to changing conditions and situations." (Friedman, 1999, p. 60).*

**TABLE 1.** Relationship between Instrument's Conceptualizations and Elements of Teacher Autonomy

Instrument	Area		Decision-making	Freedom	Control	Adaptability
	Class	School				
1. SAS	X	-	X	X	-	-
2. TAS	X	-	X	X	X	X
3. SEI	X	-	X	X	X	X
4. TWA	X	X	X	X	X	X

Source: Based on Strong (2012).

The diversities in conceptualizations produced dissimilar definitions and scale items (Strong). For example, while SAS define and develop scale items of high autonomy as teacher freedom to choose technique, control pace of work, and free from work pressure in the area of classroom; TWA define high autonomy as a power to originate innovative actions and to work independently. On the other hand, TWA defines low autonomy as absence of teachers' individual decisions. The definition disagrees with SAS description of low autonomy as feeling restraints by external powers (Table 2).

**TABLE 2.** Relationships between Instruments' Factor and Elements of Teacher Autonomy

Factors	Area		Decisions	Freedom	Control	Adaptability
	Class	School				
SAS (freedom)						
1. from work pressure	X	-	-	X	-	-
2. from surveillance	X	-	-	X	-	-
3. to choose technique	X	-	X	X	X	-
4. to control pace of work	X	-	X	X	X	-
5. to determine assessment criteria	X	-	-	X	-	-
TAS						
1. General	X	-	X	X	X	X
2. Curricular	X	-	X	X	X	X
SEI						
1. Risk-taking	X	X	X	X	-	X
2. Self-reflection	X	-	-	-	-	X
3. Sense of autonomy	X	-	-	-	-	-
TWA						
1. Teaching and assessment	X	X	X	X	X	X
2. School operation	-	X	X	X	X	X
3. Staff development	-	X	X	X	X	X
4. Curriculum	X	X	X	X	X	X

Source: Based on Strong (2012).

There are some restrictions in the instruments, even though it does not mean that the limitation influence the accuracy of the measurements. *First*, the age of the instrument vary from 36 years old SAS to 11 years old TWA (Strong, 2012). During the years, a lot of changes happen in the education systems and in societies that influence the environment in which teachers work and affect the understanding of teacher autonomy. *Second*, the entire four instruments applied Likert scale's evaluation of teacher conceptualization of teacher autonomy. There is no other

instrument of gathering information available during the last half century. *Third*, the applicability of instruments used in a specific group of sample teachers. For example, TWA used with specific teachers in Israel, yet raising question the applicability in other countries. SAS was designed for elementary school teachers and TAS found a significant difference in score between elementary school and secondary school. The capacity of the construct to generalize to all grade levels may be limited by the inconsistencies appeared (Strong, 2012).

Having analysed all the strengths and limits of the constructs, TWA clearly indicates the most appropriate instrument in measuring autonomy in today’s situation (Strong, 2012). *First*, TWA’s inclusion of all elements of teacher autonomy, is the complete of all instruments. *Second*, TWA is applicable and adapt the latest educational revolution. Comparing to other constructs, especially SAS (1976), TWA is the most modern instruments and seems to be more appropriate to the recent revolution in education. *Third*, TWA supports the latest definition of teacher autonomy which purposefully include the whole school part as a facet of teachers autonomy. *Four*, TWA emerges the evidence that it can be applied for all level of teachers because it accommodates almost all latest elements of teacher autonomy for all schools level. Hence, comparing with the SAS, TAS and SEI; TWA is the most eligible instrument to be applied in current condition of education due to its advance understandings of teacher autonomy (Strong, 2012).

2.4 Dynamic of relation between variables

The most essential condition of teacher professionalism is that teachers have autonomy in fulfilling job obligations (Blasé & Kirby, 2009 as cited by Strong, 2012). The statement clearly indicates that teacher professional competence has relation with teacher autonomy. Autonomy of teachers is the main key to maintain teacher professionalism. Blase & Kirby (2009) furthermore stated that by increasing teacher autonomy, teachers will feel very passionate in working and as the result; teachers will work very creatively and independently. Thus, as teacher autonomy get stronger, teacher professional competence gets better.

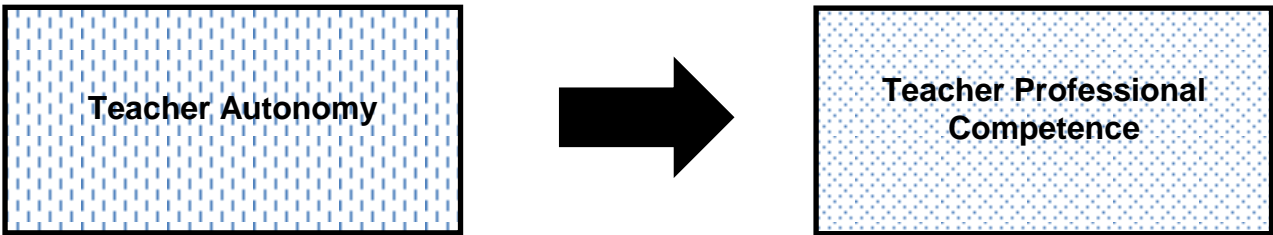


FIGURE 1. Dynamic of relation between teacher autonomy and teacher professional competence

# 3 DATA, METHODS AND PARTICIPANTS

## 3.1 Participants

The total official number of teachers of *Sekolah Sukma Bangsa* three private schools districts of *Sekolah Sukma Bangsa Bireuen*, *Sekolah Sukma Bangsa Pidie* and *Sekolah Sukma Bangsa Lhokseumawe* is approximately 132 by August 2016. It consist of directors, principals, classroom teachers, subject teachers, laboratory staffs, librarians, and IT operators. However, directors and principals are not employed in this research due to power, authority, autonomy and competence they possess different from other workers while laboratory staffs, librarians and IT operators are not employed because they do not teach in classrooms as in this research will be based on the classrooms' activities. On the other hand, part-time teachers also do not eligible for this study because they have dissimilar job descriptions to fulltime teachers. So, only fulltime classroom teachers and subject teachers are employed in this study due to their autonomous working environment and their professional competences. The total participants for this study are 70 full-time teachers, compose of classroom teachers and subject teachers, currently employed by *Sekolah Sukma Bangsa* who respond the questionnaires completely and satisfactorily ( $n = 70$ ).

## 3.2 Procedure

The directors of the three *Sekolah Sukma Bangsa* schools were contacted discussing a schedule for a meeting with the teachers and principals of schools. During the meetings, the researcher discussed techniques in gathering data during the research with teachers, principals and directors. Potentials problems and obstacles during the process were discussed in the meeting. Then, we find out the solution of the problems so that in the process there will be no more problems and everything will be stick into the plan. In the meeting we also discussed matters related to the number of participants that potentially can be participated on the scheduled date.

This study applied a quantitative approach and data were collected using questionnaires. The researcher visited three schools in August 2016 and discussed all procedures and technical things related to the data collecting procedure with directors and principals of the schools. The data was collected during August and October 2016. The respondents were gathered in a specific area for 50-



70 minutes to complete two questionnaires called Teacher Work-Autonomy and Teachers Professional Competences. The respondents were instructed to evaluate 69 statements related to teacher autonomy and teacher professional competences. Teacher work-autonomy consist of 31 statements on a 5 point of *Likert* scale (1 not at all, 2 occasionally, 3 undecided, 4 frequently, 5 always) while Teacher professional competences consist of 38 statements on a 5 point of *Likert* scale (1 very weakly, 2 weakly, 3 fairly, 4 well, 5 very well). All the respondents report their personal and professional perceived conditions of teacher autonomy and teacher professional competences.

The researcher faced several obstacles during collecting the data. *First*, potential participants cannot participate on the day of data gathering due to health reason as pregnancy and academic reason as leading students' activities. *Second*, some potential participants also tend to did not return the questionnaires on time; some of them even never return it after several reminders given. *Third*, participants tend to do not answer the questionnaires completely so that the researcher have to return them back to the participants and ask participants to complete them, it happened in several occasions. *Four*, it was hard to gather all school teachers in an area at the same time due to their variety of working schedules. And, *five*, misinterpretation of information related to research procedures and ethics of the research between researcher and school administrators also happen in several occasions.

Researcher used explanatory factor analysis in detecting dimensions in the scale and forming coefficients. All the coefficients are not normally distributed, but the deviation from normal distribution was not immense. Thus, the data was analysed with Independent sample t-test, ANOVA and Pearson Correlation.

### 3.3 Instruments

#### 3.3.1 Teacher professional competences

Teacher Professional Competences (TPC) instrument was originally designed and pilot tested in Finland in 1999. Researcher double-blind translated the instrument into *bahasa Indonesia* and adapted the instrument into Indonesian context with the assists of experience English teachers and senior teachers. Terms and understandable language have been revised so that participants can easily examine each statement and comprehensively respond to them accordingly.

TPC is a 38-item measure designed for an assessment of levels of existing perceived teacher professional competence (Niemi, 2012). A response format of the TPC is a *Likert* scale that

provides five choices ranging from *very weakly* (assigned a value of 1) to *very well* (assigned a value of 5). Thus, the range of the TPC values for the total instrument in its original version of 38 items was from 38 to 190. Table 4 presents the blueprint of factors, items and sample items of teacher professional competences.

**TABLE 3.** Teacher professional competences blueprint

Factors	Items	Sample Items
Cooperation – teachers working with others	Q10_2, Q10_3, Q10_7, Q9_5, Q10_6, Q10_8, Q10_4, Q9_4, Q11_4, Q11_5, Q10_5, Q9_6	Q10_3: Management of tasks outside a classroom (keep on eye on students during recess, school festivals, trips morning assemblies etc.))
Diversity of pupils and preparing them for the future	Q12_4, Q12_3, Q12_5, Q12_1, Q12_6, Q12_2, Q11_1, Q10_1, Q11_7	Q11_7: Supporting a learner's individual Growth
Teachers' own professional learning	Q13_4, Q12_8, Q13_7, Q12_7, Q13_1, Q13_1, Q13_3, Q13_6	Q12_7: Readiness for media education
Designing own instruction	Q11_2, Q11_6, Q9_1, Q9_3, Q9_2	Q9_1: Using teaching methods
Ethical commitments	Q13_9, Q13_8, Q11_3	Q13_9: Critical reflection of own work

### 3.3.2 Teacher work-autonomy

A Teacher Work-Autonomy instrument was originally designed and pilot tested in Israel in 1999 with the assisting of teachers, principals and local administrators from public and private schools in an Israeli city. The instrument also has been studied psychometrically and applied to United States teachers (Strong, 2012). The researcher double-blind translated the instrument into *bahasa Indonesia* and adapted the instrument into Indonesian context with the assists of experience English teachers and senior teachers. Terms and understandable language have been revised so that participants can easily examine each statement and comprehensively respond to them accordingly.

The TWA is a 31-item measure designed for an assessment of levels of existing perceived teacher autonomy (Friedman 1999). A response format of the TWA is a Likert scale that provides five choices ranging from *not at all* (assigned a value of 1) to *always* (assigned a value of 5). Thus,

the range of the TWA values for the total instrument in its original version of 31 items was from 31 to 155. Table 3 presents the blueprint of factors, items and sample items of Teacher work-autonomy.

**TABLE 4.** Teacher work-autonomy blueprint

<b>Factors</b>	<b>Items</b>	<b>Sample Items</b>
Curriculum Development	Q4_7, Q4_2, Q4_5, Q4_3, Q4_1, Q4_4, Q4_8, Q4_6, Q1_1, Q1_2	Q4_8: Teachers compose new learning materials for their students
Professional Development	Q3_4, Q3_3, Q3_6, Q3_1, Q3_2, Q3_5, Q2_7, Q1_4, Q1_9	Q3_5: Teachers determine their own enrichment general education
School Mode Of Operating	Q2_2, Q2_1, Q2_6, Q1_10, Q2_4, Q2_5, Q2_3	Q2_1: Teachers make decisions on school expenditures
Teaching And Assessment	Q1_6, Q1_7, Q1_3, Q1_5, Q1_8	Q1_3: Teachers decide on testing and scoring criteria for student achievement assessment procedures

### 3.4 Data analysis

#### Relationships

Correlation among 4-variables of Teachers' Work-Autonomy and 5-variables of Teacher professional competences analysed with the Pearson Correlation. According to Gravetter & Wallnau (2013) the Pearson correlation measures a degree and a direction of a linear relationship between two variables. This correlation is computed by dividing covariability of X and Y by variability of X and Y separately. Moreover, Gravetter & Wallnau (2013) stated that when there is a perfect linear relationship, every change in the X variable is accompanied by a corresponding change in the Y variable.

## Differentiations

The ANOVA and the Independent sample t-test applied to analyse an interaction among the independent variables of Teachers' Work-Autonomy and Teacher professional competences with dependent variables of gender, school location, classroom teacher/subject teacher, grade level and teaching experience. Gravetter & Wallnau (2013) stated that the Analysis of variance (ANOVA) is a hypothesis-testing procedure that is used to evaluate mean differences between two or more treatments (or populations). The Anova is computed by dividing variance (differences) between sample means by variance (differences) expected with no treatment effect. Gravetter & Wallnau (2013) furthermore stated that the independent sample t-test is used to evaluate the mean difference between two populations (or between two treatment conditions).

### 3.5 Validity and Realibility

#### 3.5.1 Factor Analysis and Internal Consistency of Teacher professional competences

##### Factor Analysis

Only teachers who responded to all of items in the survey were included in the factor analyses: *Sekolah Sukma Bangsa Bireuen, Sekolah Sukma Bangsa Pidie and Sekolah Sukma Bangsa Lhokseumawe*. ( $n = 70$ ). The definitions of five factors as provided by Niemi for the TPC are as follows:

- I.Designing own instruction: using teaching method, self-evaluating of own teaching, designing instruction, independent management of teachers' tasks, evaluating students' learning capacity, mastering academic content of curriculum.*
- II.Cooperation– teachers working with others: managing classroom interaction, evaluating and grading students, managing tasks outside classroom, working in school community, administrative tasks, working with student welfare group, cooperation with parents, acting in conflict situation.*
- III.Ethical commitments in teaching profession: education of a student's whole personality, development of own educational philosophy, confronting changing around a school, ethical basis awareness of teaching profession, commitment to teaching profession, lifelong professional growth, supporting student individual growth.*
- IV.Diversity of pupils and preparing them for the future: differentiating of teaching, providing students' readiness for daily life, preparing students future society,*

*intercultural education, promoting sex equity, confronting multiculturalism, media education readiness, developing application in information technology, cooperation with representative of cultural life.*

*V. Teachers' own professional learning: developing school curriculum, critical assessment of teacher education, working as agent of change in society, cooperative action research, revising students' learning experience, post graduate studies in education, researching of own work, self-regulated learning, critical reflection of own work, cooperation with representative of work life (Niemi, 2012, p.33).*

Data was analysed using factor analyses to confirm original four factors identified by Niemi (2012) with sample of Finnish teachers would also emerge in a sample of Aceh teachers. This study investigates factors through both the oblique and the orthogonal rotation to make a simple structure of items in the same manner as Niemi's study. The data reduction method for data analysis is applied through Factor Analysis using Principal Axel method with Varimax and Promax. Orthogonal rotation was performed through varimax, quartimax and equamax method. The oblique rotation was applied through oblimin. In this factor analysis, researcher also applied the Kaiser-Meyer-Olkin (KMO) to overcome sufficient scores for items correlation.

For factor analysis of the TPC, one oblique rotation, parallel to Niemi's (2012) five solutions, was examined. A criterion of .30 for an inclusion into a factor matrix produced a simple and coherent factor structures; as the result, the factor analysis presented items with a .30 and above. Norusis (1994, as cited by Strong, 2012) suggested an index more than .70 is sufficient for a correlation between items. The analysis produced a KMO index of .72.

The five items aligned as follows: Factor I is labelled cooperation – teachers working with others; Factor II is labelled diversity of pupils and preparing them for the future; Factor III is labelled teachers' own professional learning; Factor IV is labelled designing own instruction; and Factor V is labelled ethical commitments. All of the 38 items meet the .30 criteria for an inclusion into a four factor solutions matrix. Table 5 shows the factor loading of items in five factor solutions.

**TABLE 5.** Factor Loadings for the Teacher professional competences

	Factor				
	1	2	3	4	5
Q10_2	.660				
Q10_3	.654				
Q10_7	.643				
Q9_5	.634				
Q10_6	.602				

	Factor				
	1	2	3	4	5
Q10_8	.592				
Q10_4	.585				
Q9_4	.490				
Q11_4	.486				
Q11_5	.484				
Q10_5	.477				
Q9_6	.435				
Q12_4		.798			
Q12_3		.694			
Q12_5		.663			
Q12_1		.648			
Q12_6		.623			
Q12_2		.601			
Q11_1		.508			
Q10_1		.407			
Q11_7		.378			
Q13_4			.766		
Q12_8			.696		
Q13_7			.673		
Q12_7			.640		
Q13_2			.593		
Q13_1			.555		
Q13_5			.502		
Q13_3			.424		
Q13_6			.320		
Q11_2				.639	
Q11_6				.532	
Q9_1				.465	
Q9_3				.459	
Q9_2				.376	
Q13_9					.744
Q13_8					.677
Q11_3					.332

### *Internal Consistency*

Reliability was measured by the Cronbach's coefficient Alpha. According to Cortina (1993, as cited by Friedman, 1999), the coefficient alpha is the lower limit of reliability of a set of test score by assessing its communalities. Niemi (2012) reported that her Cronbach's coefficient alpha for scores in the whole scale as .76, .81, .86, .86 and .85 respectively. Reliability for this study will be measured similarly through Cronbach's coefficient alpha.

The reliability for the five factors structure was measured by Cronbach's coefficient alpha. As declared by Garson (2011, as cited by Strong), an alpha coefficient of .70 was an accepted criteria due to its ability to generate a standard error of measurement of .55, over half a standard deviation. All factors in the sample accepted criteria of .70. The internal consistency coefficient for the total sample presents in table 6.

**TABLE 6.** Cronbach Coefficient Alpha for Each Factor

Factor	Items	Alpha
<b>COOPERATION – TEACHERS WORKING WITH OTHERS</b>	Q10_2, Q10_3, Q10_7, Q9_5, Q10_6, Q10_8, Q10_4, Q9_4, Q11_4, Q11_5, Q10_5, Q9_6	<b>.876</b>
<b>DIVERSITY OF PUPILS AND PREPARING THEM FOR THE FUTURE</b>	Q12_4, Q12_3, Q12_5, Q12_1, Q12_6, Q12_2, Q11_1, Q10_1, Q11_7	<b>.861</b>
<b>TEACHERS' OWN PROFESSIONAL LEARNING</b>	Q13_4, Q12_8, Q13_7, Q12_7, Q12_7, Q13_1, Q13_1, Q13_3, Q13_6	<b>.845</b>
<b>DESIGNING OWN INSTRUCTION</b>	Q11_2, Q11_6, Q9_1, Q9_3, Q9_2	<b>.793</b>
<b>ETHICAL COMMITMENTS</b>	Q13_9, Q13_8, Q11_3	<b>.729</b>

### 3.5.2 Factor Analysis and Internal Consistency of Teachers' work-autonomy

#### Factor Analysis

Only teachers who responded to all the items in the survey were included in factor analyses: *Sekolah Sukma Bangsa Bireuen, Sekolah Sukma Bangsa Pidie and Sekolah Sukma Bangsa Lhokseumawe*. ( $n = 70$ ). The definitions of four factors as provided by Friedman (1999) for the TWA are as follows:

*I. Student teaching and assessment: classroom practice of student attainment evaluation, norms for student behavior, physical environment, different teaching emphases on components of mandatory curriculum.*

*II. School mode of operating: establishing school goals and vision, budget allocations, school pedagogic idiosyncrasy, and school policy regarding class composition and student admission.*

*III. Staff development: determining the subjects, time schedule, and procedures of in-service training of teachers as part of the general school practice.*

*IV. Curriculum development: introducing new “homemade” or “imported” curricula by the teachers and introducing major changes in existing formal and informal curricula.*

The data was analysed using factor analyses to confirm original four factors identified by Friedman (1999) with sample of Israel teachers would also emerge in a sample of Aceh teachers. This study investigates factors through both oblique and orthogonal rotation to make a simple structure of items in the same manner as Friedman’s study. The orthogonal rotation was performed through varimax, quartimax and equamax method. The oblique rotation was applied through oblimin. In this factor analysis, researcher also applied the Kaiser-Meyer-Olkin (KMO) to overcome sufficient scores for items correlation.

For factor analysis of the TWA, one oblique rotation, parallel to Friedman’s (1999) four solutions, was examined. A criterion of .30 for an inclusion into the factor matrix produced a simple and coherent factor structures; as the result, the factor analysis presented items with a .30 and above. Norusis (1994, as cited by Strong, 2012) suggested an index of .70 is sufficient for a correlation between items. The analysis produced a KMO index of .71.

The four items aligned as follows: Factor I is labelled teaching assessment; Factor II is labelled Professional Development; Factor III is labelled school mode of operating; and Factor IV is labelled teaching and assessment. Four of the 31 items do not meet the .30 criteria for inclusion into the four factor solution matrix. The four items are: Q2\_3 Teachers share responsibility for school finances; Q2\_5 Teachers decide on class timetable policy; Q1\_9 Teachers reward deserving students without the need to get the principal's consent; Q1\_4 Teachers determine classroom physical environment. Table 7 shows the factor loadings of the items in four factor solution.

**TABLE 7.** Factor Loadings for the Teacher Work-Autonomy

	Factor			
	1	2	3	4
Q4_7	.737			
Q4_2	.726			
Q4_5	.712			
Q4_3	.694			
Q4_1	.694			
Q4_4	.666			
Q4_8	.552			
Q4_6	.500			
Q1_1	.446			
Q1_2	.366			



	Factor			
	1	2	3	4
Q2_3		-		
Q3_4		.831		
Q3_3		.816		
Q3_6		.813		
Q3_1		.806		
Q3_2		.754		
Q3_5		.651		
Q2_7		.367		
Q2_2			.723	
Q2_1			.683	
Q2_6			.476	
Q1_10			.474	
Q2_4			.426	
Q2_5			-	
Q1_9				-
Q1_6				.726
Q1_7				.619
Q1_3				.586
Q1_5				.487
Q1_8				.402
Q1_4				-

### Internal Consistency

Reliability was measured by Cronbach's coefficient Alpha. According to Cortina (1993, as cited by Friedman, 1999) Coefficient alpha is the lower limit of reliability of a set of test score by assessing its communalities. Friedman reported that his Cronbach's coefficient alpha for the score in the whole scale as .85, .80, .85, and .86 respectively. Reliability for this study will be measured similarly through Cronbach's coefficient alpha.

The reliability for the four factor structure was measured by Cronbach's coefficient alpha. As declared by Garson (2011, as cited by Strong) an alpha coefficient of .70 was the accepted criteria due to its ability to generate a standard error of measurement of .55, over half a standard deviation. Two factors in the sample fell below the accepted criteria of .70. The internal consistency coefficient for the total sample presents by table 8.

**TABLE 8.** Cronbach Coefficient Alpha for Each Factor

Factor	Items	Alpha
Curriculum Development	Q4_7, Q4_2, Q4_5, Q4_3, Q4_1, Q4_4, Q4_8, Q4_6, Q1_1, Q1_2	.880
Professional Development	Q3_4, Q3_3, Q3_6, Q3_1, Q3_2, Q3_5, Q2_7, Q1_4, Q1_9	.835
School Mode Of Operating	Q2_2, Q2_1, Q2_6, Q1_10, Q2_4, Q2_5, Q2_3	.695
Teaching and Assessment	Q1_6, Q1_7, Q1_3, Q1_5, Q1_8	.698

## 4 RESULTS

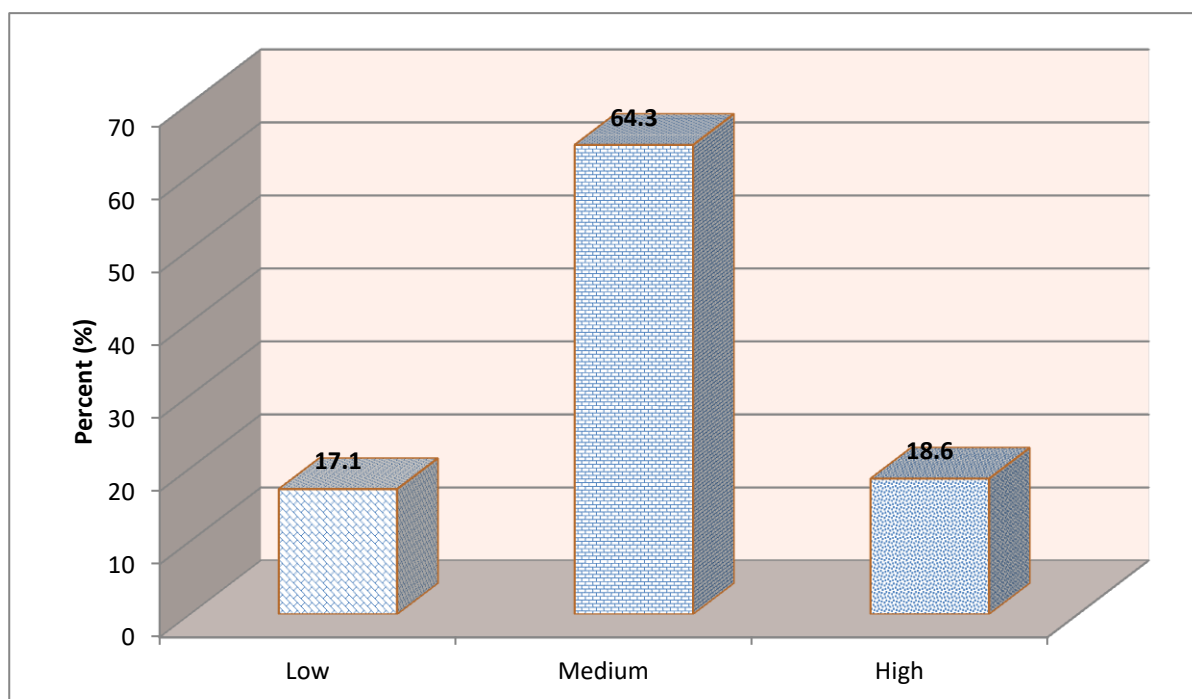
The total participants in this study were 70 full-time teachers, composed of classroom teachers and subject teachers, currently employed by *Sekolah Sukma Bangsa* who responded the questionnaires completely and satisfactorily ( $n = 70$ ). Table 9 presents the demographic and personal characteristics of participants from the three districts school of *Sekolah Sukma Bangsa*.

**TABLE 9.** Frequency of full-time teachers of *Sekolah Sukma Bangsa* who served as participants

	f (%)	f (%)	f (%)
School	Sekolah Sukma Bangsa Bireuen 31 (44,3%)	Sekolah Sukma Bangsa Lhokseumawe 23 (32.9%)	Sekolah Sukma Bangsa Pidie 16 (22.9%)
Gender	22 males (31.4%)	48 females (68.6%)	
Program	13 classroom teachers (18.6%)	56 subject teachers (80 %)	
Age	20-30 year 47 (67.1%)	31-40 year 22 (31.4%)	41-50 year 1 (1.4%)
Level of teaching	Elementary School 20 28.6%	Junior High School 18 (25.7%)	Senior High School 32 (45.7%)
Work Experiences	0-5 year 40 (57.1%)	6-10 year 26 (41.4%)	

#### 4.1 Teacher professional competences of Sekolah Sukma Bangsa

Figure 2 presents Teacher professional competences level categories of *Sekolah Sukma Bangsa* teachers. The score were divided into three categories of high degree of professional competences, medium/moderate degree of professional competences and low degree of professional competences. High degree competences had mean score  $> 20.91$ ; Medium degree competences had mean score between 16.73 and 18.82; and Low degree competences had mean score  $< 16.73$ .



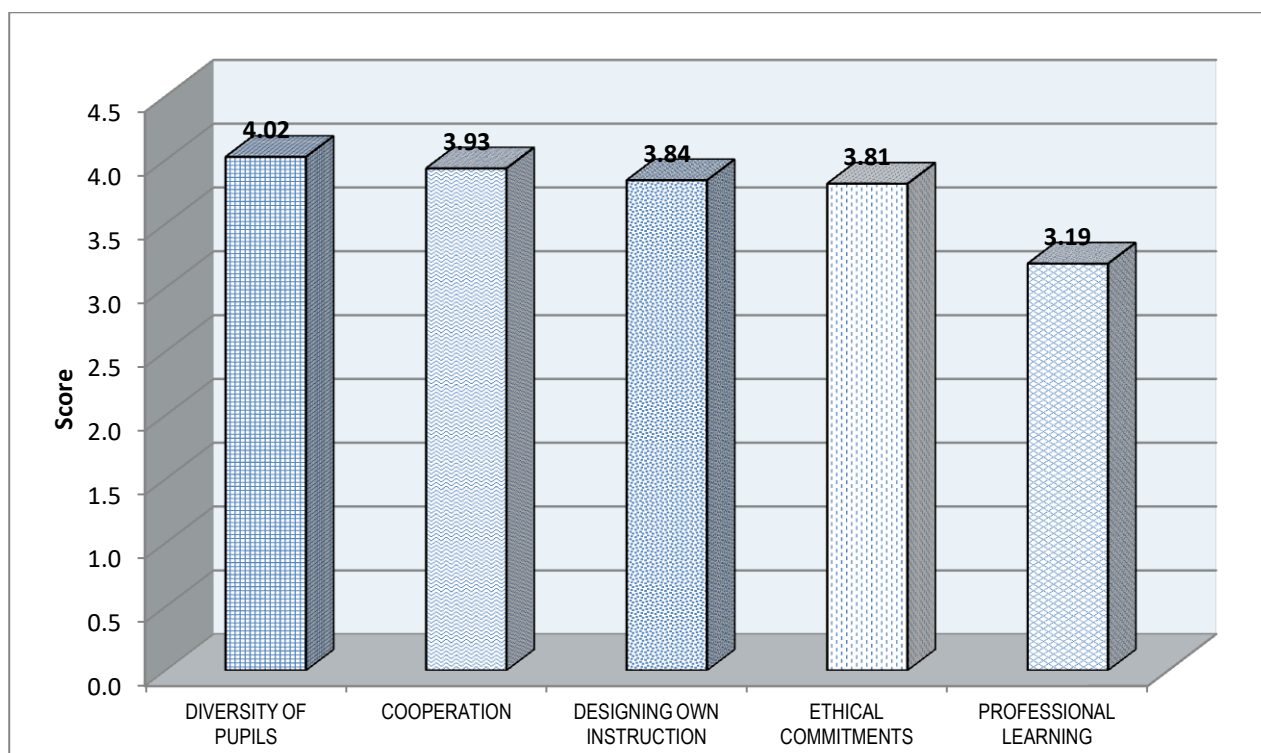
**FIGURE 2.** Percentage of Teacher Professional Competences Degree Category. High degree competences was  $> 20.91$ ; Medium degree competences was between 16.73 and 18.82; and Low degree competences was  $< 16.73$ . Number over bar indicates sample size.

The highest teacher professional competences percentage of three categories was 64.3 % and the lowest teacher professional competences percentage was 17.1 %. The highest TPC percentage was for moderate degree of teacher professional competence and the lowest TPC percentage was for low degree of teacher professional competence. According to the TPC percentage, most teachers of *Sekolah Sukma Bangsa* occupied moderate degree of teacher professional competence (64.3 %) while 18.6 % of teachers engaged high degree of teacher professional competence and the rest 17.1 % teachers had low degree of teacher professional competence.

Figure 3 presents Teacher professional competences factors of *Sekolah Sukma Bangsa* teachers. From 1 to 5 of Likert scale, the highest mean score of four factors was 4.02 and the lowest mean score was 3.18. The highest mean score was for diversity of pupils and preparing them for the

future component and the lowest mean score was for teachers' own professional learning component. Categorically, diversity of pupil factor, cooperation factor, designing own instruction factor and ethical commitment factor attained high level of professional competence while professional learning factor gained moderate level of professional competence.

Furthermore, the highest standard deviation was 0.93 and the lowest standard deviation was 0.65. The highest standard deviation was for teachers' own professional learning factor and the lowest standard deviation was for diversity of pupils and preparing them for the future factor. According to scale scores, the factors ranked from the highest to the lowest as follows: diversity of pupils and preparing them for the future, cooperation – teachers working with others, designing own instruction, ethical commitments and teachers' own professional learning.



**FIGURE 3.** Mean score of Teacher Professional Competences Factors. The factors were diversity of pupils, cooperation, designing own instruction, ethical commitments and professional learning. Number over bar indicates sample size.

The highest professional competences had been achieved in the following skills as shows in Table 10: commitment to teaching profession, evaluating and grading of students, supporting a learner's individual growth, management of classroom interaction, preparing students for a future society, lifelong professional growth, education of a student's whole personality, working in a school community (teaching staff and other school personnel), becoming aware of ethical basis of teaching profession, providing readiness for students for daily life, confronting changing circumstances of a school, evaluating students' learning capacity, and independent management of

teachers' tasks. They all had the mean value of at least 4.0 and standard deviation was less than 1.00. Very close to these skills were the following competences: differentiating of teaching, readiness for media education, confronting multiculturalism, revising students' learning environments, cooperation with parents, acting in conflict situations (as mobbing), designing of instruction, management of tasks outside a classroom (keep on eyes on students during recess, school festivals, trips morning assemblies etc.), development of own educational philosophy, intercultural education, using teaching methods, promoting equity of sexes, self-evaluating of own teaching, developing applications of modern information technology, critical reflection of own work, working with a student welfare group, mastering academic contents of curriculum, and administrative tasks (information letters, reports, student transfers to other groups or schools, work diaries). They all had the mean value of at least 3.6 and standard deviation was less than 1.00.

The teachers achieved the weakest skills in the following competences: critical assessment of teacher education, developing of school curriculum, working as a change agent in a society, cooperative action research, researching of own work, and post graduate studies in education. All of these competences had mean score under 3.5. A common characteristic of these competences is working with research and tasks outside the classrooms.

**TABLE 10.** Mean and Standard Deviation of the TPC Survey Items for *Sekolah Sukma Bangsa* Teachers Grouped from Highest To Lowest Factor According to Means

Survey Items	n	Mean	SD
<b>DIVERSITY OF PUPILS AND PREPARING THEM FOR THE FUTURE</b>		<b>4.024</b>	<b>0.65</b>
Q12_4 - Intercultural education	70	3.76	.751
Q12_3 - Preparing students for a future Society	70	4.19	.644
Q12_5 - Promoting equity of sexes	70	3.73	.850
Q12_1 - Differentiating of teaching	70	3.99	.602
Q11_1 - Education of a student's whole Personality	70	4.16	.605
Q10_1 - Management of classroom interaction	70	4.20	.604
Q11_7 - Supporting a learner's individual Growth	70	4.24	.494
<b>COOPERATION – TEACHERS WORKING WITH OTHERS</b>		<b>3.934</b>	<b>0.74</b>

Survey Items	n	Mean	SD
Q10_2 - Evaluating and grading of students	70	4.29	.568
Q10_3 - Management of tasks outside a classroom (keep on eye on students during recess, school festivals, trips morning assemblies etc.))	70	3.77	.871
Q10_7 - Cooperation with parents	69	3.83	.939
Q9_5 - Evaluating students' learning Capacity	69	4.03	.618
Q10_6 - Working with a student welfare group	68	3.62	.829
Q10_8 - Acting in conflict situations (as mobbing)	69	3.81	.879
Q10_4 - Working in a school community (teaching staff and other school personnel)	70	4.07	.547
Q9_4 - Independent management of teachers' tasks	69	4.03	.685
Q11_4 - Becoming aware of ethical basis of teaching profession	70	4.07	.748
Q11_5 - Commitment to teaching profession	70	4.37	.594
Q10_5 - Administrative tasks (information letters, reports, student transfers to other groups or schools, work diaries)	70	3.60	.954
Q9_6 - Mastering academic contents of Curriculum	69	3.61	.669
<b>DESIGNING OWN INSTRUCTION</b>		<b>3.841</b>	<b>0.68</b>
Q11_2 - Development on own educational Philosophy	70	3.76	.600
Q11_6 - Life long professional growth	70	4.17	.636
Q9_1 - Using teaching methods	69	3.75	.715
Q9_3 - Designing of instruction	69	3.80	.719
Q9_2 - Self-evaluating of own teaching	69	3.72	.725
<b>ETHICAL COMMITMENTS</b>		<b>3.814</b>	<b>0.78</b>
Q13_9 - Critical reflection of own work	70	3.69	.860
Q13_8 - Self-regulated learning	70	3.71	.950
Q11_3 - Confronting changing circumstances of a school	70	4.04	.523
<b>TEACHERS' OWN PROFESSIONAL LEARNING</b>		<b>3.188</b>	<b>0.93</b>
Q13_4 - Cooperative action research	70	3.13	.992
Q12_8 - Developing applications of modern information technology	69	3.71	.893
Q13_7 - Researching of own work	69	2.43	1.345

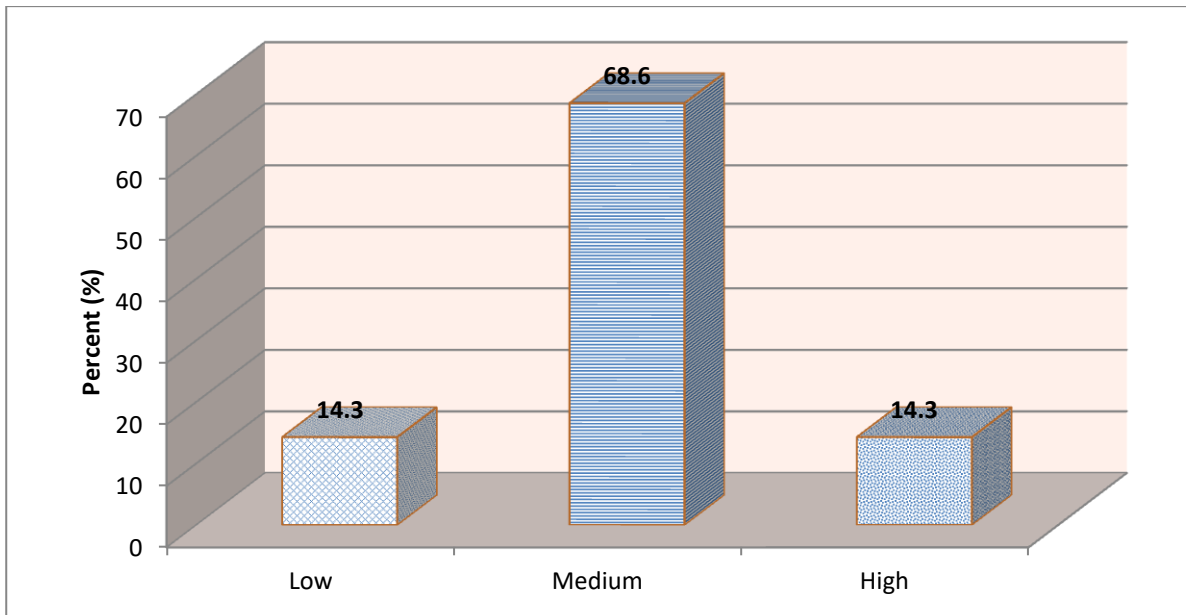
Survey Items	n	Mean	SD
Q12_7 - Readiness for media education	70	3.91	.697
Q13_2 - Critical assessment of teacher Education	70	3.54	.793
Q13_1 - Developing of school curriculum	70	3.46	.912
Q13_5 - Revising students' learning environments	70	3.84	.942
Q13_3 - Working as a change agent in a Society	70	3.34	.814
Q13_6 - Post graduate studies in education	69	1.54	1.023

#### 4.2 Teacher Work-Autonomy of Sekolah Sukma Bangsa

Figure 4 presents Teacher work-autonomy level categories of *Sekolah Sukma Bangsa* teachers. The score were divided into three categories of high degree autonomy, medium/moderate degree of autonomy and low degree of autonomy. High degree autonomy had mean score  $> 13.63$ ; Medium degree autonomy has mean score between 9.75 and 11.69; and Low degree autonomy has mean score  $< 9.75$ .

The highest teacher work-autonomy percentage of three categories was 68.6 % and the lowest teacher work-autonomy percentage was 14.3 %. The highest percentage of TWA was for medium degree of teacher work-autonomy and the lowest percentage of TWA was for both high degree of teacher work-autonomy and low degree of teacher work-autonomy. According to the TWA percentage, most teachers of *Sekolah Sukma Bangsa* attained moderate degree of autonomy (68.6 %) while 14.3 % of teachers gained high degree of autonomy and the rest 14.3 % teacher had low degree of autonomy.

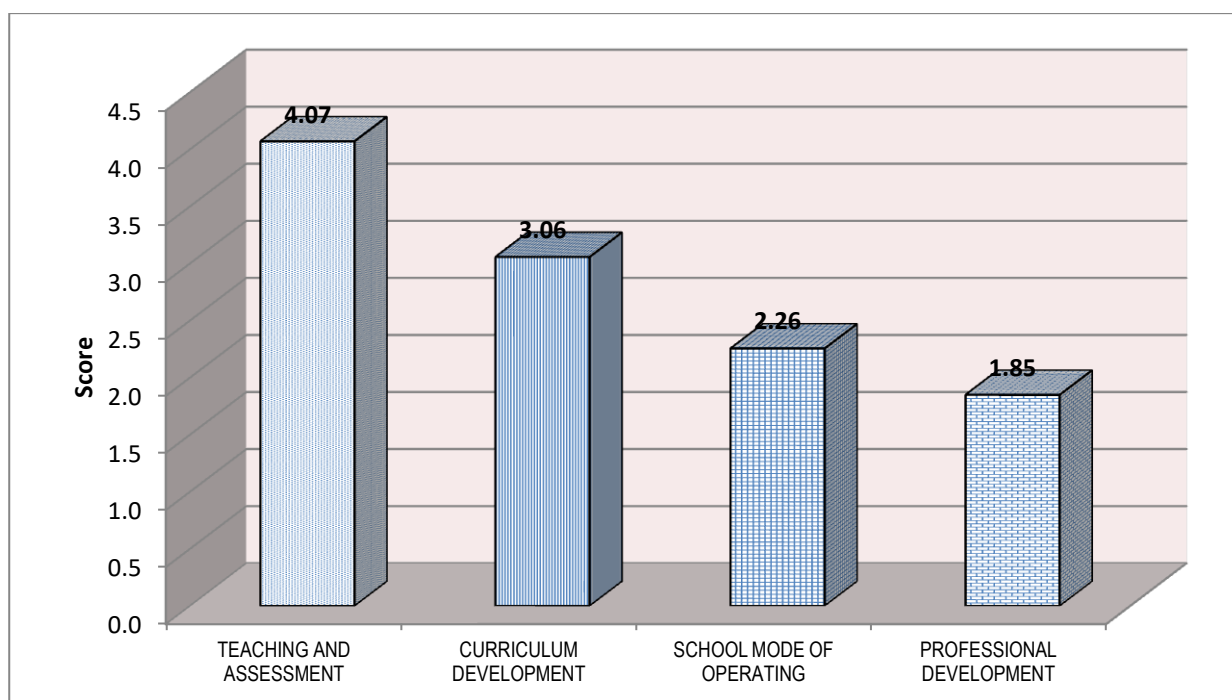




**FIGURE 4.** Percentage of Teacher Work-Autonomy Degree Categories. High degree autonomy was  $> 13.63$ ; Medium degree autonomy was between 9.75 and 11.69; and Low degree autonomy was  $< 9.75$ . Number over bar indicates sample size

Figure 5 presents Teacher work-autonomy factors of *Sekolah Sukma Bangsa* teachers. From 1 to 5 of Likert scale, the highest mean score of four factors was 4.07 and the lowest mean score was 1.85. The highest mean score was for teaching and assessment factor and the lowest mean score was for professional development factor. Categorically, teaching assessment factor attained high level of autonomy and curriculum development factor attained moderate level of autonomy while school mode of operating factor and professional development factor gained low level of autonomy.

Furthermore, the highest standard deviation was 1.09 and the lowest standard deviation was 0.82. The highest standard deviation was for curriculum development factor and the lowest standard deviation was for teaching and assessment factor. According to scale scores, the factors ranked from the highest to the lowest as follows: teaching and assessment, curriculum development, school mode of operating, and professional development.



**FIGURE 5.** Mean score of Teacher Work-Autonomy Factors. The factors were teaching and assessment, curriculum development, school mode of operating and professional development. Number over bar indicates sample size

The highest professional competences had been achieved in the following skills as ranked in Table 11: teachers select teaching materials from a known inventory, teachers determine norms and rules for student classroom behaviour, teachers establish student achievement evaluation criteria, teachers decide on testing and scoring criteria for student achievement assessment procedures, teachers determine practical techniques for student progress assessment, teachers decide on classroom work procedures, and teachers pick and use specific instruction subjects out of the mandatory curriculum. They all had a mean value of around 4.0 and standard deviation was less than 1.00. Very close to these skills were the following competences: teachers determine classroom physical environment, teachers compose new learning materials for their students, teachers reward deserving students without the need to get a principal's consent, teachers decide on class timetable policy, teachers formulate and try out innovative curricula, teachers contrive unique topics for the social cultural and general enrichment activities of students, teachers introduce new extracurricular items into the school, teachers add to or delete teaching subjects from the official curriculum, teachers introduce changes and modifications into the formal curriculum, teachers initiate and administer new enrichment and cultural activities, and teachers initiate and administer new enrichment and cultural activities. They all had a mean value of at around 3.0 and standard deviation was more than 1.00.

The teachers achieved the weakest skills in the following competences: teachers focus groups decide on curriculum matters for the whole school, teachers devise new curricula, using new and old elements, teachers initiate and develop completely new curricula, teachers determine their own enrichment general education, teachers are authorized to spend money on activities such as recreation and leisure, teachers share responsibility for school finances, teachers make decisions on school expenditures, teachers make decisions on budget planning, teachers decide on general criteria for their professional development, teachers select subjects for their in-service training sessions based on agreed upon criteria, teachers select subjects for their in-service training sessions based on agreed upon criteria, teachers initiate topics for their professional development and in-service training, teachers appoint the instructors for their in-service training and professional development programs, teachers appoint the instructors for their in-service training and professional development programs. All of these competences had mean score under 2.5. A common characteristic of these competences was working with teachers' personal development and teachers' decision making power.

**TABLE 11.** Mean and Standard Deviation of TWA Survey Items for Sekolah Sukma Bangsa Teachers Grouped from Highest To Lowest Factor According to Means

Survey Items	n	Mean	SD
<b>TEACHING AND ASSESSMENT</b>		<b>4.070</b>	<b>0.82</b>
Q1_6 - Teachers decide on classroom work procedures	69	3.88	.832
Q1_7 - Teachers determine norms and rules for student classroom behavior	69	4.25	.881
Q1_3 - Teachers decide on testing and scoring criteria for student achievement assessment procedures	69	4.16	.699
Q1_5 - Teachers select teaching materials from a known inventory	69	4.30	.810
Q1_8 - Teachers pick and use specific instruction subjects out of the mandatory curriculum	69	3.75	.864
<b>CURRICULUM DEVELOPMENT</b>		<b>3.057</b>	<b>1.09</b>
Q4_7 - Teachers introduce changes and modifications into the formal curriculum	69	2.62	1.214
Q4_2 - Teachers initiate and administer new enrichment and cultural activities	69	2.61	1.178
Q4_5 - Teachers formulate and try out innovative curricula	69	2.90	1.226

Survey Items	n	Mean	SD
Q4_3 - Teachers contrive unique topics for the social cultural and general enrichment activities of students	69	2.90	1.126
Q4_1 - Teachers initiate and develop completely new curricula	69	2.29	1.152
Q4_4 - Teachers devise new curricula, using new and old elements	69	2.43	1.311
Q4_8 - Teachers compose new learning materials for their students	69	3.58	1.130
Q4_6 - Teachers introduce new extracurricular items into the school	69	2.88	1.266
Q1_1 - Teachers establish student achievement evaluation criteria	69	4.25	.628
Q1_2 - Teachers determine practical techniques for student progress assessment	69	4.10	.667
<b>SCHOOL MODE OF OPERATING</b>		<b>2.255</b>	<b>1.06</b>
Q2_2 - Teachers make decisions on budget planning	69	1.86	1.061
Q2_1 - Teachers make decisions on school expenditures	69	2.01	1.078
Q2_6 - Teacher focus groups decide on curriculum matters for the whole school	69	2.58	1.035
Q1_10 - Teachers add to or delete teaching subjects from the official curriculum	69	2.67	1.107
Q2_4 - Teachers are authorized to spend money on activities such as recreation and leisure	69	2.16	1.038
Q2_3 - Teachers share responsibility for school finances	69	2.13	1.224
Q2_5 - Teachers decide on class timetable policy	68	3.03	1.119
<b>PROFESSIONAL DEVELOPMENT</b>		<b>1.849</b>	<b>1.06</b>
Q3_4 - Teachers select subjects for their in-service training sessions based on agreed upon criteria	69	1.68	.962
Q3_3 - Teachers decide on general criteria for their professional development	69	1.86	1.061
Q3_6 - Teachers appoint the instructors for their in-service training and professional development programs	69	1.52	.933
Q3_1 - Teachers decide on the location and timetable for their in-service training courses	69	1.45	.948
Q3_2 - Teachers initiate topics for their professional development and in-service training	69	1.65	1.041
Q3_5 - Teachers determine their own enrichment general education	69	2.17	1.212
Q2_7 - Teachers decide on student demographic class-composition policy	69	2.61	1.286
Q1_4 - Teachers determine classroom physical environment	69	3.64	1.150

Survey Items	n	Mean	SD
Q1_9 - Teachers reward deserving students without the need to get the principal's consent	68	3.43	1.137

#### *4.3 Relationships between Teacher professional competences and Teacher work-autonomy of Sekolah Sukma Bangsa*

Teacher professional competences and Teacher work-autonomy scales were analysed using Pearson Correlation. Table 12 shows correlation of Teacher work-autonomy and Teacher professional competences were significant ( $p < .05$ ). A moderate (Evans, 1996) and positive correlation was found between Teacher work-autonomy and Teacher professional competences ( $r = 0.548$ ,  $p = 0.000$ , two-tailed). The direction of correlation was positive and there was evidence found of correlation between Teacher work-autonomy and Teacher professional competences. The result indicated that when level of teacher autonomy increase, the level of teacher professional competences escalate, and lower level of teacher autonomy is associated with lower level of teacher professional competences. Supplying teacher with high level of work autonomy is one obvious way to upsurge teacher professional competences.

**TABLE 12.** Relationship between Teacher professional competences and Teacher work-autonomy

		Teacher professional competences	Teacher work-autonomy
Teacher professional competences	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	70	
Teacher work-autonomy	Pearson Correlation	.548**	1
	Sig. (2-tailed)	.000	
	N	69	69

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The new sum variables of teacher work-autonomy and teacher professional competence were investigated and they formed moderate correlations. All the dimensions were dependent each other. The correlation did not show a cause or a reason but it only indicated that the dimensions of teacher work-autonomy and dimensions of teacher professional competences were supported each

other. The highest correlations existed with professional learning dimension. This provided strong signal for school administrator to keep this element as a priority school decision making. Table 13 presents Correlation of dimensions of Teacher work-autonomy and dimensions of Teacher professional competences.

#### The relationships between teacher professional competences

The professional competences had very strong inter-correlation. The instruction component had the highest relationships (.42 to .64). The correlation supports a notion that teaching profession appreciates skill of pedagogy (instruction) very much. This view is supported by Niemi (2010). The instruction dimension is the most powerful variable to cause variation in other professional competences.

#### The relationships between teacher work-autonomy

The work-autonomy variables had very strong inter-correlation. The school mode operating component had the highest relationships (.13 to .50). The correlation supports a notion that teachers need this school mode of operating autonomy very significantly. This view is supported by Niemi (2010). The school mode of operating dimension is the most powerful variable to cause variation in other teacher work-autonomy variables.

#### The relationships between teacher professional competences and teacher work-autonomy

There were strong correlations between teacher work-autonomy and teacher professional competences. Teacher work-autonomy and teacher professional competences related each other in very dynamic ways. The strongest correlation existed between teacher work-autonomy and teacher professional competences in tasks that require professional competences (.48 to .51). These tasks are part of professional development and school mode operating. It means the more professional learning activity achieved, the more professional development autonomy and school mode operating autonomy are acquired and vice versa. The highest relationship existed between teacher work autonomy and teacher professional competences (.59): the more professional learning acquired the more curriculum development autonomy will be received.

**TABLE 13.** Correlation of dimensions of Teacher professional competences and dimensions of Teacher work-autonomy

		ETHIC	DESG_INST	PROF_LEARN	DIVERST	COOP	TEACH_ASS	CURR_DEV	SCH_MOD	PROF_DEV
ETHICAL COMMITMENT	Pearson Correlation	1								
	Sig. (2-tailed)									
	N	70								
DESIGNING OWN INSTRUCTION	Pearson Correlation	.429**	1							
	Sig. (2-tailed)	.000								
	N	70	70							
TEACHER PROFESSIONAL LEARNING	Pearson Correlation	.510**	.544**	1						
	Sig. (2-tailed)	.000	.000							
	N	70	70	70						
DIVERSITY OF PUPILS	Pearson Correlation	.393**	.542**	.477**	1					
	Sig. (2-tailed)	.001	.000	.000						
	N	70	70	70	70					
COOPERATION	Pearson Correlation	.282*	.647**	.508**	.454**	1				
	Sig. (2-tailed)	.018	.000	.000	.000					
	N	70	70	70	70	70				
TEACHING AND ASSESSMENT	Pearson Correlation	.184	.087	.237	.051	.215	1			
	Sig. (2-tailed)	.130	.476	.050	.675	.076				
	N	69	69	69	69	69	69			
CURRICULUM DEVELOPMENT	Pearson Correlation	.392**	.348**	.594**	.354**	.442**	.291*	1		
	Sig. (2-tailed)	.001	.003	.000	.003	.000	.015			
	N	69	69	69	69	69	69	69		
SCHOOL MODE OF OPERATING	Pearson Correlation	.280*	.202	.480**	.271*	.103	.135	.442**	1	
	Sig. (2-tailed)	.020	.096	.000	.025	.401	.269	.000		
	N	69	69	69	69	69	69	69	69	
PROFESSIONAL DEVELOPMENT	Pearson Correlation	.218	.219	.519**	.191	.223	.174	.471**	.506**	1
	Sig. (2-tailed)	.072	.071	.000	.117	.065	.152	.000	.000	
	N	69	69	69	69	69	69	69	69	69

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

## The relationships between teachers' professional competence and dimensions of teacher work-autonomy

Table 14 presents a correlation between all dimensions of Teacher Work-Autonomy with total variable of Teacher professional competences. The strongest correlation existed between teacher work-autonomy and total variable of teacher professional competences in curriculum development task (.21 to .56), while the highest correlation was in the curriculum development factor (.56). It means that the first teacher work-autonomy factor to be considered in attaining high level of teachers' professional competence is related to teacher autonomy in curriculum development. The intervention in the autonomy of teacher in developing curriculum shall be taken to boost teacher professional competence.

**TABLE 14.** Correlation of Teacher professional competences and dimensions of Teacher work-autonomy

		TEACHER PROFESSIONAL COMPETENCES	TEACH_ASS	CURR_DEV	SCH_MOD	PROF_DEV
TEACHERS' PROFESSIONAL COMPETENCES	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	70				
TEACHING AND ASSESSMENT	Pearson Correlation	.212	1			
	Sig. (2-tailed)	.080				
	N	69	69			
CURRICULUM DEVELOPMENT	Pearson Correlation	.568**	.291*	1		
	Sig. (2-tailed)	.000	.015			
	N	69	69	69		
SCHOOL MODE OF OPERATING	Pearson Correlation	.366**	.135	.442**	1	
	Sig. (2-tailed)	.002	.269	.000		
	N	69	69	69	69	
PROFESSIONAL DEVELOPMENT	Pearson Correlation	.374**	.174	.471**	.506**	1
	Sig. (2-tailed)	.002	.152	.000	.000	
	N	69	69	69	69	69

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).



#### 4.4 Teacher professional competences based on gender, school location, classroom teacher/subject teacher, grade level and teaching experiences

##### Teacher professional competences by gender

Having conducted Independent Samples T-Test, we may observe that there were differences in the mean between male and female teachers of *Sekolah Sukma Bangsa* in relation to teacher professional competences. While male teachers' mean was 18.78 (SD=2.35, n=22); female teachers' mean was 18.84 (SD=1.98, n=48) but these results were not statistically significant. It would simply conclude that no evidence was found of a difference between male and female teachers of *Sekolah Sukma Bangsa* in relation to teacher professional competences ( $t(68) = -0.09$ ,  $p=0.92$ ).

Table 15 presents the result of ANOVA applied to compare the scale scores of the TPC factors. Diversity of pupils mean score is the highest for male and female and both of them produce the lowest mean score in teacher professional learning. There were no significant differences found between male and female on all four scales ( $p > 0.05$ ). Male had higher means than female in designing instruction and teacher professional learning whereas female had higher means in diversity of pupils, cooperation and ethical commitment. The greatest difference between male and female was on teacher professional learning scale ( $\eta^2 = .13$ ).

**TABLE 15.** Results of ANOVA, Means and Standard Deviations of Teacher professional competences scale for gender

		DIVERSITY OF PUPILS AND PREPARING THEM FOR THE FUTURE	COOPERATION – TEACHERS WORKING WITH OTHERS	DESIGNING OWN INSTRUCTION	ETHICAL COMMITMENTS	TEACHERS' OWN PROFESSIONAL LEARNING
Male	Mean	3.98	3.88	3.85	3.76	3.32
	SD	.47	.60	.54	.77	.66
	n	22	22	22	22	22
Female	Mean	4.04	3.94	3.84	3.84	3.18
	SD	.45	.43	.49	.58	.65
	n	48	48	48	48	48
F		.29	.26	.10	.24	.71
p-value		.58	.60	.89	.62	.39
Partial Eta Squared		.00	.00	.00	.00	.01
Note		not significant	not significant	not significant	not significant	not significant

## Teacher professional competences by classroom/subject teachers

Having conducted Independent Samples T-Test, we may observe that there were differences in the mean between classroom teacher and subject teachers of *Sekolah Sukma Bangsa* in relation to teacher professional competences. While classroom teachers' mean was 19.45 (SD=1.76, n=13); subject teachers mean was 18.71 (SD=2.15, n=56) but these results were not statistically significant. It would simply conclude that no evidence was found of a difference between classroom teachers and subject teachers of *Sekolah Sukma Bangsa* in relation to teacher professional competences ( $p = 0.24$ ,  $t = 1.16$ ,  $df = 67$ ).

Table 16 presents the result of ANOVA applied to compare the scale scores of the TPC factors. Diversity of pupils mean score is the highest for classroom teachers and subject teachers and both of them produce the lowest mean score in teacher professional learning. There were no significant differences found between classroom teachers and subject teachers on all four scales ( $p > 0.05$ ) except for diversity of pupils factor ( $p=.02$ ). Classroom teachers had higher means than subject teachers in diversity of pupils, cooperation, designing instruction and teacher professional learning whereas subject teachers had higher means in ethical commitment. The greatest difference between classroom teachers and subject teachers was on diversity of pupils scale ( $\eta^2 = .07$ ).

**TABLE 16.** Results of ANOVA, Means and Standard Deviations of Teacher professional competences scale for classroom/subject teacher

		DIVERSITY OF PUPILS AND PREPARING THEM FOR THE FUTURE	COOPERATION – TEACHERS WORKING WITH OTHERS	DESIGNING OWN INSTRUCTION	ETHICAL COMMITMENTS	TEACHERS' OWN PROFESSIONAL LEARNING
Classroom teacher	Mean	4.29	4.14	3.98	3.79	3.25
	SD	.35	.28	.37	.66	.62
	<i>n</i>	13	13	13	13	13
Subject teacher	Mean	3.97	3.89	3.81	3.83	3.22
	SD	.46	.51	.53	.65	.66
	<i>n</i>	56	56	56	56	56
F		5.67	3.00	1.31	.02	.01
p-value		.02	.08	.25	.87	.90
Partial Eta Squared		.07	.04	.01	.00	.00
Note		significant	not significant	not significant	not significant	not significant

## Teacher professional competences by school level

Having conducted ANOVA, we may observe that there were differences in the mean among elementary school, junior high school and senior high school of *Sekolah Sukma Bangsa* in relation to teacher professional competences. Elementary School mean was 19.39 (SD=1.70, n=20); junior high school mean was 19.01 (sd=1.77, n=18); and senior high school mean was 18.36 (SD=2.40, n=32) but these results were not statistically significant. It would simply conclude that no evidence was found of a difference among elementary school, junior high school and senior high school of *Sekolah Sukma Bangsa* in relation to teacher professional competences ( $F(2)=1.61$ ,  $p=0.20$ ).

Table 17 presents the result of ANOVA applied to compare the scale scores of the TPC factors. Diversity of pupils mean score is the highest score for elementary school and senior high school while cooperation was the highest score for junior high school and all of them produce the lowest mean score in teacher professional learning. There were no significant differences found among elementary school, junior high school and senior high school on all four scales ( $p > 0.05$ ) except for diversity of pupils factor ( $p=.01$ ) and cooperation factor ( $p=.00$ ). Elementary school had the highest means in diversity of pupils, cooperation, teachers' professional learning and designing instruction whereas junior high school had the highest in cooperation and teachers' professional learning and senior high school had the highest in ethical commitments. The greatest difference among elementary school, junior high school and senior high school was on cooperation scale ( $\eta^2 = .20$ ).

**TABLE 17.** Results of ANOVA, Means and Standard Deviations of Teacher professional competences scale for school level

		DIVERSITY OF PUPILS AND PREPARING THEM FOR THE FUTURE	COOPERATION – TEACHERS WORKING WITH OTHERS	DESIGNING OWN INSTRUCTION	ETHICAL COMMITMENTS	TEACHERS' OWN PROFESSIONAL LEARNING
Elementary School	Mean	4.26	4.13	3.99	3.78	3.23
	SD	.33	.38	.39	.61	.57
	n	20	20	20	20	20
Junior High School	Mean	3.99	4.13	3.90	3.78	3.23
	SD	.53	.40	.31	.78	.53
	n	18	18	18	18	18
Senior High School	Mean	3.90	3.68	3.72	3.85	3.21
	SD	.43	.50	.62	.60	.77
	n	32	32	32	32	32
F		4.21	8.75	2.01	.11	.01

		DIVERSITY OF PUPILS AND PREPARING THEM FOR THE FUTURE	COOPERATION – TEACHERS WORKING WITH OTHERS	DESIGNING OWN INSTRUCTION	ETHICAL COMMITMENTS	TEACHERS' OWN PROFESSIONAL LEARNING
p-value		.01	.00	.14	.89	.99
Partial Eta Squared		.11	.20	.05	.00	.00
Note		significant	significant	not significant	not significant	not significant

### Teacher professional competences by teachers' experience

Having conducted Independent Samples T-Test, we may observe that there were differences in the mean between 0-5 years experiences and 6-10 years experiences of *Sekolah Sukma Bangsa* in relation to teachers professional competences. While 0-5 years experiences mean was 18.65 (SD=2.29, n=40); 6-10 years experiences mean was 19.12 (SD=1.79, n=29) but these results were not statistically significant. It would simply conclude that no evidence was found of a difference between 0-5 years and 6-10 years teachers of *Sekolah Sukma Bangsa* in relation to teacher professional competences ( $t(67) = -0.93$ ,  $p=0.35$ ).

Table 18 presents the result of ANOVA applied to compare the scale scores of the TPC factors. Diversity of pupils mean score was the highest for 0-5 years and 6-10 years and both of them produce the lowest mean score in teacher professional learning. There were no significant differences found between 0-5 years and 6-10 years on all four scales ( $p > 0.05$ ) except for cooperation factor ( $p=.03$ ). 0-5 years had higher means than 6-10 years in diversity of pupils and ethical commitments whereas 6-10 years had higher means in cooperation, designing instruction and teachers' professional learning. The greatest difference between 0-5 years and 6-10 years was on cooperation scale ( $\eta^2 = .06$ ).

**TABLE 18.** Results of ANOVA, Means and Standard Deviations of Teacher professional competences scale for teaching experience

		DIVERSITY OF PUPILS AND PREPARING THEM FOR THE FUTURE	COOPERATION – TEACHERS WORKING WITH OTHERS	DESIGNING OWN INSTRUCTION	ETHICAL COMMITMENTS	TEACHERS' OWN PROFESSIONAL LEARNING
0 - 5 year	Mean	4.06	3.83	3.76	3.83	3.18
	SD	.51	.50	.51	.70	.69
	n	40	40	40	40	40

		DIVERSITY OF PUPILS AND PREPARING THEM FOR THE FUTURE	COOPERATION – TEACHERS WORKING WITH OTHERS	DESIGNING OWN INSTRUCTION	ETHICAL COMMITMENTS	TEACHERS' OWN PROFESSIONAL LEARNING
6 - 10 year	Mean	3.99	4.07	3.95	3.82	3.30
	SD	.37	.44	.49	.57	.61
	n	29	29	29	29	29
	F	.35	4.43	2.47	.00	.56
	p-value	.55	.03	.12	.95	.45
Partial Eta Squared		.00	.06	.03	.00	.00
Note		not significant	significant	not significant	not significant	not significant

### Teacher professional competences by school location

Having conducted ANOVA, we may observe that there were differences in the means among *SSB Bireuen*, *SSB Lhokseumawe* and *SSB Pidie* of *Sekolah Sukma Bangsa* in relation to teacher professional competences. *SSB Bireuen* mean was 18.73 (SD=1.93, n=31); *SSB Lhokseumawe* mean was 19.37 (SD=1.71, n=23); and *SSB Pidie* mean was 18.21 (SD=2.72, n=16) but these results were not statistically significant. It would simply conclude that no evidence was found of a difference among *SSB Bireuen*, *SSB Lhokseumawe* and *SSB Pidie* teachers of *Sekolah Sukma Bangsa* in relation to teacher professional competences ( $F(2)=1.51$ ,  $p=0.22$ ).

Table 19 presents the result of ANOVA applied to compare the scale scores of the TPC factors. Diversity of pupils mean score was the highest for *SSB Bireuen*, *SSB Lhokseumawe* and *SSB Pidie* and all of them produce the lowest mean score in teachers' professional learning. No significant differences were found among *SSB Bireuen*, *SSB Lhokseumawe* and *SSB Pidie* on all four scales ( $p > 0.05$ ). *SSB Bireuen* had the highest means in ethical commitments whereas *SSB Lhokseumawe* had the highest means in diversity of pupils, cooperation, designing instruction and teachers' professional learning; *SSB Pidie* did not have superior scale of all factors. The greatest difference among *SSB Bireuen*, *SSB Lhokseumawe* and *SSB Pidie* was on cooperation and teachers' professional learning scale, both have ( $\eta^2 = .07$ ).

**Table 19.** Results of ANOVA, Means and Standard Deviations of Teacher professional competences scale for school location

		DIVERSITY OF PUPILS AND PREPARING THEM FOR THE FUTURE	COOPERATION – TEACHERS WORKING WITH OTHERS	DESIGNING OWN INSTRUCTION	ETHICAL COMMITMENTS	TEACHERS' OWN PROFESSIONAL LEARNING
Sekolah	Mean	4.00	3.97	3.86	3.87	3.04
Sukma Bangsa	SD	.47	.43	.47	.70	.64
Bireuen	<i>n</i>	31	31	31	31	31
Sekolah	Mean	4.14	4.03	3.94	3.83	3.44
Sukma Bangsa	SD	.35	.48	.46	.49	.57
Lhokseumawe	<i>n</i>	23	23	23	23	23
Sekolah	Mean	3.91	3.68	3.66	3.69	3.27
Sukma Bangsa	SD	.54	.56	.60	.75	.71
Pidie	<i>n</i>	16	16	16	16	16
F		1.32	2.76	1.51	.42	2.67
p-value		.27	.07	.22	.65	.07
Partial Eta Squared		.03	.07	.04	.01	.07
Note		not significant	not significant	not significant	not significant	not significant

#### 4.5 Teacher work-autonomy based on gender, school location, classroom teacher/subject teacher, grade level and teaching experiences

##### Teacher work-autonomy by gender

Having conducted Independent Samples T-Test, we may observe that there were differences in the mean between male and female teachers of *Sekolah Sukma Bangsa* in relation to teacher work-autonomy. While male teachers' mean was 11.94 (SD=2.24, n=22), female teachers' mean was 11.57 (SD=1.79, n=47) but these results were not statistically significant. It would simply conclude that no evidence was found of a difference between male and female teachers of *Sekolah Sukma Bangsa* in relation to teacher work-autonomy ( $t(67)=0.73$ ,  $p=0.46$ ).

Table 20 presents the result of ANOVA applied to compare the scale scores of the TWA factors. Teaching assessment mean score was the highest for both male and female and both of them produce the lowest mean score in professional development factor. No significant differences were found between male and female on all four scales ( $p > 0.05$ ). However, there were differences between male and female in the mean as follows: male had higher means than female in professional development and school mode operating whereas female had higher means than male in teaching assessment. Both gender produce rather similar means score in curriculum development

scale. The greatest difference between male and female was on teaching and assessment scale ( $\eta^2 = .04$ ).

**TABLE 20.** Results of ANOVA, Means and Standard Deviations of Teacher work-autonomy scale for gender

		TEACHING AND ASSESSMENT	CURRICULUM DEVELOPMENT	SCHOOL MODE OF OPERATING	PROFESSIONAL DEVELOPMENT
Male	Mean	3.91	3.15	2.46	2.42
	SD	.62	.78	.69	.87
	<i>n</i>	22	22	22	22
Female	Mean	4.14	3.01	2.30	2.12
	SD	.51	.77	.64	.62
	<i>n</i>	47	47	47	47
F		2.80	.46	.95	2.70
p-value		.09	.49	.33	.10
Partial Eta Squared		.04	.00	.01	.03
Note		not significant	not significant	not significant	not significant

#### Teacher work-autonomy by classroom/subject teachers

Having conducted Independent Samples T-Test, we may observe that there were differences in the mean between classroom teachers and subject teachers of *Sekolah Sukma Bangsa* in relation to teacher work-autonomy. While classroom teachers' mean was 11.32 (SD=1.42, *n*=12), subject teachers' mean was 11.79 (SD=2.04, *n*=56) but these results were not statistically significant. It would simply conclude that no evidence was found of a difference between subject teachers' and classroom teachers' of *Sekolah Sukma Bangsa* in relation to teacher work-autonomy ( $t(66) = -0.75$ ,  $p=0.45$ ).

Table 21 presents the result of ANOVA applied to compare the scale scores of the TWA factors. Teaching assessment means score was the highest for both classroom teachers and subject teachers and both of them produce the lowest mean score in professional development factor. There were no significant differences found between classroom teachers and subject teachers on all four scales ( $p > 0.05$ ). Classroom teachers had higher means than subject teachers in teaching assessment whereas subject teachers had higher means in curriculum development, school mode operation and professional development. The greatest difference between classroom teachers and subject teachers was on teaching and assessment scale ( $\eta^2 = .02$ ).

**TABLE 21.** Results of ANOVA, Means and Standard Deviations of Teacher work-autonomy scale for classroom/subject teacher

		TEACHING AND ASSESSMENT	CURRICULUM DEVELOPMENT	SCHOOL MODE OF OPERATING	PROFESSIONAL DEVELOPMENT
Classroom teacher	Mean	4.27	2.85	2.19	2.02
	SD	.55	.72	.58	.31
	<i>n</i>	12	12	12	12
Subject teacher	Mean	4.03	3.10	2.40	2.27
	SD	.55	.79	.67	.77
	<i>n</i>	56	56	56	56
F		1.78	.99	.95	1.22
p-value		.18	.32	.33	.27
Partial Eta Squared		.02	.01	.01	.01
Note		not significant	not significant	not significant	not significant

#### Teacher work-autonomy by school levels

Having conducted ANOVA, we may observe that there were differences in the mean among elementary school, junior high school and senior high school of *Sekolah Sukma Bangsa* in relation to teacher work-autonomy. Elementary school mean was 11.48 (SD=1.68, n=19); junior high school mean was 11.83 (SD=1.54, n=18); and mean was 11.74 (SD=2.29, n=32) but these results were not statistically significant. It would simply conclude that no evidence was found of a difference among elementary school, junior high school and senior high school of *Sekolah Sukma Bangsa* in relation to teacher work-autonomy ( $F(2)=0.16$ ,  $p=0.84$ ).

Table 22 presents the result of ANOVA applied to compare the scale scores of the TWA factors. Teaching and assessment mean score was the highest among elementary school, junior high school and senior high school and all of them produce the lowest mean score in professional development. No significant differences were found among elementary school, junior high school and senior high school on all four scales ( $p > 0.05$ ). Elementary school did not have superior score in all four factors whereas junior high school had the highest means in teaching and assessment and curriculum development and senior high school had the highest means in school mode of operating and professional development. The greatest difference among elementary school, junior high school and senior high school was on teaching and assessment scale ( $\eta^2 = .02$ ).



**TABLE 22.** Results of ANOVA, Means and Standard Deviations of Teacher work-autonomy scale for level of school

		TEACHING AND ASSESSMENT	CURRICULUM DEVELOPMENT	SCHOOL MODE OF OPERATING	PROFESSIONAL DEVELOPMENT
Elementary School	Mean	4.11	2.98	2.23	2.16
	SD	.59	.74	.60	.53
	<i>n</i>	19	19	19	19
Junior High School	Mean	4.18	3.12	2.31	2.22
	SD	.52	.70	.59	.59
	<i>n</i>	18	18	18	18
Senior High School	Mean	3.99	3.07	2.44	2.25
	SD	.55	.84	.72	.87
	<i>n</i>	32	32	32	32
F		.73	.15	.60	.08
p-value		.48	.85	.54	.91
Partial Eta Squared		.02	.00	.01	.00
Note		not significant	not significant	not significant	not significant

#### Teacher work-autonomy by teaching experiences

Having conducted Independent Samples T-Test, we may observe that there were differences in the mean between 0-5 years experiences and 6-10 years experiences teachers of *Sekolah Sukma Bangsa* in relation to teacher work-autonomy. While 0-5 years experiences mean was 11.66 (SD=2.04, n=40), 6-10 years experiences mean was 11.77 (SD=1.84, n=28) but these results were not statistically significant. It would simply conclude that no evidence was found of a difference between teachers with 0-5 years' experience and 6-10 years' experience of *Sekolah Sukma Bangsa* in relation to teacher work-autonomy ( $t(66) = -0.22$ ,  $p=0.82$ ).

Table 23 presents the result of ANOVA applied to compare the scale scores of the TWA factors. Teaching assessment mean score was the highest for both 0-5 years and 6-10 years and both of them produce the lowest mean score in professional development. There were no significant differences found between 0-5 years and 6-10 years on all four scales ( $p > 0.05$ ). 0-5 years had higher means than 6-10 years in teaching assessment and professional development whereas 6-10 years had higher means in curriculum development and school mode operation. The greatest difference between classroom teachers and subject teachers was on school mode operation scale ( $\eta^2 = .01$ ).

**TABLE 23.** Results of ANOVA, Means and Standard Deviations of Teacher work-autonomy scale for teaching experiences

		TEACHING AND ASSESSMENT	CURRICULUM DEVELOPMENT	SCHOOL MODE OF OPERATING	PROFESSIONAL DEVELOPMENT
0 - 5 year	Mean	4.09	3.03	2.29	2.27
	SD	.61	.76	.64	.75
	<i>n</i>	40	40	40	40
6 - 10 year	Mean	4.06	3.09	2.46	2.17
	SD	.47	.81	.67	.68
	<i>n</i>	28	28	28	28
F		.04	.10	1.22	.32
p-value		.84	.75	.27	.56
Partial Eta Squared		.00	.00	.01	.00
Note		not significant	not significant	not significant	not significant

#### Teacher work-autonomy by school locations

Having conducted ANOVA, we may observe that there were differences in the mean among *SSB Bireuen*, *SSB Lhokseumawe* and *SSB Pidie* of *Sekolah Sukma Bangsa* in relation to teacher work-autonomy. *SSB Bireuen* mean was 11.52 (SD=1.88, n=31); *SSB Lhokseumawe* mean was 11.92 (SD=1.65, n=22); and *SSB Pidie* mean was 11.69 (SD=2.45, n=16) but these results were not statistically significant. It would simply conclude that no evidence was found of a difference among *SSB Bireuen*, *SSB Lhokseumawe* and *SSB Pidie* of *Sekolah Sukma Bangsa* in relation to teacher work-autonomy ( $F(2)=0.26$ ,  $p=0.76$ ).

Table 24 presents the result of ANOVA applied to compare the scale scores of the TWA factors. Teaching and assessment mean score was the highest for *SSB Bireuen*, *SSB Lhokseumawe* and *SSB Pidie* and all of them produce the lowest mean score in teachers' professional learning except for *SSB Lhokseumawe* which have the lowest score in school mode of operating. No significant differences were found among *SSB Bireuen*, *SSB Lhokseumawe* and *SSB Pidie* on all four scales ( $p > 0.05$ ) except for teaching and assessment factor ( $p=.01$ ). *SSB Bireuen* did not have superior score in all four factors whereas *SSB Lhokseumawe* had the highest means in teaching and assessment and curriculum development, *SSB Pidie* had the highest means in school mode of operating and professional development. The greatest difference among *SSB Bireuen*, *SSB Lhokseumawe* and *SSB Pidie* was on teaching and assessment scale ( $\eta^2 = .11$ ).

**TABLE 24.** Results of ANOVA, Means and Standard Deviations of Teacher work-autonomy scale for school location

		TEACHING AND ASSESSMENT	CURRICULUM DEVELOPMENT	SCHOOL MODE OF OPERATING	PROFESSIONAL DEVELOPMENT
<i>Sekolah Sukma Bangsa Bireuen</i>	Mean	4.14	2.99	2.34	2.06
	SD	.44	.74	.63	.63
	<i>n</i>	31	31	31	31
<i>Sekolah Sukma Bangsa Lhokseumawe</i>	Mean	4.21	3.12	2.25	2.34
	SD	.49	.72	.63	.73
	<i>n</i>	22	22	22	22
<i>Sekolah Sukma Bangsa Pidie</i>	Mean	3.74	3.09	2.50	2.37
	SD	.69	.93	.74	.81
	<i>n</i>	16	16	16	16
F		4.23	.19	.65	1.48
p-value		.01	.82	.52	.23
Partial Eta Squared		.11	.00	.01	.04
Note		significant	not significant	not significant	not significant

# 5 DISCUSSION AND CONCLUSION

## 5.1 *Review of the main results*

### 5.1.1 Teacher professional competences of *Sekolah Sukma Bangsa* teachers

The findings from this study show most teachers of *Sekolah Sukma Bangsa* occupied moderate degree of teacher professional competences. Teacher professional competences measured level of existing perceived professional competences. Teachers rated diversity on pupils as the factor with the highest degree of autonomy. This item measured how teachers decide on classroom work procedure and classroom basic assessments procedure. Elmore (1987) stated that teachers were very confident in their ability related to classroom work procedures. This study supports the previous study by claiming that *Sekolah Sukma Bangsa* teachers' highest professionalism was in the skill of deciding classroom procedure and basic assessment instruction. As well as other teachers, *Sekolah Sukma Bangsa* also values the basic skill of giving classroom instruction and assessment instruction as their greatest asset in the profession.

The degree to which teacher perceived professional competences was diverse based on gender, classroom/subject teacher, experience, school level and school location even though the differentiations were not statistically significant. The significant differentiation only emerged in diversity of pupils factor for classroom/subject teacher, diversity of pupils factor and cooperation factor for school level and cooperation factor for teaching experience. The significant differentiation in those variables may rise because of arena teaching practice and duration of teaching practice. Teachers who teach as a subject teacher may have different competences from the one who teach as classroom teacher. As subject teacher may focus in acquiring more understanding of his/her own subject, a classroom teacher have to struggle with several of subjects to be taught. Furthermore, teachers who teach in senior high school may have different competences from the one who teach in junior high school and elementary school. As senior high school teacher may practice and discuss advance knowledge day by day with her/his talented students, elementary teachers only can practice and discuss basic knowledge with her/his junior students. Moreover, teachers who have spent more time in teaching students may have advance and better knowledge of

pedagogy, personal and professional competences comparing to those who spend less time in teaching.

However, several important distinctions emerge based on those independent variables. This finding confirm prior research that found secondary school may provide teachers more job related to school wide operation as team teaching and decision making (Strong, 2012). Such extra features job takes secondary school teacher to the next level of professional competences.

This study dissimilar to previous researches by presenting the non-significant difference in professional competences between elementary and secondary school teachers. *Sekolah Sukma Bangsa* teachers have equal professional competences regardless their level of teaching. Extra job description as decision making and school wide operation also possess by all teacher level in elementary and secondary school. *Sekolah Sukma Bangsa* tends to work collaboratively regarding school wide operation aspect and decisional making aspect. All teachers will gather in one meeting room when it is time to making decision regarding all school operation. School in general will be responsible by all level of schools. So, there is no differentiation in decision making ability for *Sekolah Sukma Bangsa* teachers.

Unexpectedly, the differentiation based on gender, classroom/subject teacher mainly emerged in the diversity of pupil factor. This factor assesses teacher professional competences on preparing students for future, promoting culture, gender and students' individual growth and interaction. Teacher competences in promoting social participation for students are vary due to teacher personal social life. Gender may affect this skill of teacher due their participation in social activities. Niemi (2012) claimed that knowledge can be gain not only by learning individually, but also through active participation on society. So, teachers with various participations in community may have better competence to their counterparts who only gain knowledge by personal studying. Moreover, he/she have a better solution to students' problem in emerging their social activities and taking parts in social intercourse.

Another differentiation in degree of professional competences based on school level, teachers' experiences and school location emerged in the cooperation factor. This factor measures working, managing, evaluating, mastering academic and administrative content. School administrators may offer teachers the ability to start taking part in administrative job in school. Administrator as the owner of authority over finance, curriculum and professional development (Grawlik, 2005) may transfer some of the power to teachers so that they can learn how to deal with the job to increase their competences in administrative expertise. Why do this difference was not significant in *Sekolah Sukma Bangsa* teachers is due to their cooperation activities included all teachers from all school level. Novice teachers and expert teachers work together and help each

other to raise their level of competences. All teachers of *Sekolah Sukma Bangsa* have equal cooperation skills. Overall, all teachers of *Sekolah Sukma Bangsa* have the same opportunity to gain the highest degree of professional competences regardless of their gender, classroom/subject teachers, experience, level of teaching or location of school.

### 5.1.2 Teacher work-autonomy of *Sekolah Sukma Bangsa* teachers

The findings from this study show that most teachers of *Sekolah Sukma Bangsa* attained a moderate degree of autonomy. Teacher work-autonomy evaluated the degree of teachers' power to work independently, to initiate new activity and to change work procedure and to adapt it (Friedman, 1999). The sample teachers rated teaching and assessment as the factors with the highest degree of autonomy and rated the personal development factor as the lowest degree of autonomy. Teaching and assessment, including teachers' ability to choose the instructions and curriculum, together with teachers' participation in the school area decision making are teachers' desired workplace conditions (Strong, 2012). The teacher assessment item measured how teachers decide on classroom work procedures and classroom basic assessment procedures while the professional development item evaluated teacher capacity building. Autonomy in the classroom had been the mostly highly rated item from the latest research until now. Blasé and Kirby (2009) stated that teaching pedagogy or individual classroom operation is the most common area in which teachers perceive having autonomy.

The degree to which teacher perceived work-autonomy was divergent based on gender, classroom/subject teacher, experience, level of school and location of school, and although there were differentiations in this study, they were not statistically significant. The significant differentiation only emerged in the teaching and assessment factor of school location. It means that teachers from the three schools acquired different levels of work-autonomy, especially in the factor of teaching and assessment. Variation in leadership in every school location may lead to significant differences in teaching and assessment. Furthermore, trust from the leader of the organization will increase the level of autonomy for workers. Thus, it can be concluded that leadership and trust from the leader may direct a significant differentiation in teacher work-autonomy.

However, several important distinctions emerged based on these independent variables. This finding is dissimilar to a prior research finding which states that teacher autonomy for elementary and secondary levels is contrasted significantly (Strong, 2012). The differentiation may rise due to variation in sample characteristics, methodology and culture. However, this research claims that the degree of teacher autonomy is not different based on the level of the school. Every teacher can

possess a high degree of teacher autonomy regardless of their gender, experience, the level of school and location of the school. The teachers of *Sekolah Sukma Bangsa* are able to apply all the expertise they have both in the classroom and in the wide-school environment. Only when teacher autonomy in teachers' activities is not reduced by external forces are teachers able to do the work independently.

Unpredictably, the non-significant differentiation based on gender, classroom/subject teacher, and school level mainly emerged in the teaching and assessment factor. As the main field in which teachers perceive their autonomy (Blasé and Kirby, 2009), the teaching and assessment also has the potential to generate significant differentiations in degrees of autonomy. This phenomenon maybe influenced by the teacher-student relationship. Teachers have a stronger relationship with students and parents (Crawford, 2001). Teachers with stronger relationships with students may increase their level of autonomy in teaching and assessment. In this study, teachers with limited autonomy in teaching and assessment are able to raise their level of autonomy. As the result, they diminished the potential differentiation exist between teachers with high degree of autonomy and teacher with low degree of autonomy in the teaching and assessment factor.

Another surprising fact is that there was no significant differentiation based on school level in this study. School level tends to influence the degree of teacher autonomy. Elementary school teachers tend to have more bounded curriculum instruction than those in secondary school (Rudolph, 2006). However, this study challenges the research and claims that there was no significant differentiation regarding the school level. *Sekolah Sukma Bangsa* teachers seem to have a similar opportunity to reach equal levels of autonomy regardless of their level of teaching. It means that teachers from elementary school have the same opportunity as the secondary school teachers to have a high degree of autonomy. We may assume that they have dissimilar opportunity in applying the instruction in the classroom and school but this study shows that that differentiation does not influences the level of autonomy they have.

The differentiation in degree of autonomy based on teacher experiences emerged in the school mode of operation factor. This factor measures the power of teachers in making decisions in school wide area activities such as budgeting and curriculum. The power of decision making is an important characteristic of teacher autonomy (Crawford, 2001). Teachers with more experiences and higher degree of decision making expertise are associated with greater level of autonomy. This study however, claims that there was no significant difference in the degree of teachers autonomy based on teacher experiences. *Sekolah Sukma Bangsa* teachers equally possess the power of making decisions regardless of their experiences. Novice teachers as well as expert teachers have the same degree of autonomy in the decision making process. Decision making autonomy in instructions and

budgeting contribute to the level of professionalism that *Sekolah Sukma Bangsa* teachers have. Overall, every teacher in *Sekolah Sukma Bangsa* has the same opportunity to possess the high degree of autonomy regardless of their gender, class/subject teacher, experience, level of teaching or location of school.

### 5.1.3 Relationship between Teacher work-autonomy and Teacher professional competences

This study claim a moderate (Evans, 1996) and positive correlation between teacher work-autonomy and TPC. The direction of correlation was positive and there was evidence found of correlation between Teacher work-autonomy and Teacher professional competences. The result indicates that when level of teacher autonomy increase, the level of teacher professional competences escalated, and lower level of teacher autonomy is associated with lower level of teacher professional competences. Supplying teacher with high level of work autonomy is one obvious way to upsurge teacher professional competences. The result confirm many researches that claimed the most essential conditions of teacher professionalism is that teachers have autonomy in fulfilling the job obligation (Blasé & Kirby, 2009 as cited by Strong, 2012). We may simply conclude that as degree of autonomy increased, degree of competences increased. On the opposite, when the score of autonomy decreased the score of professional competences is decreased.

TWA has the strongest inter-relationship in instruction component. The correlation supports the notion that teaching profession appreciates skill of pedagogy (instruction) very much. This view is supported by Niemi (2010). The instruction dimension is the most powerful variable to cause variation in other professional competences. Moreover, TPC has the strongest inter-correlation in school mode operating component. The correlation supports the notion that teachers need this school mode of operating autonomy very significantly. This view is supported by Niemi (2010). The school mode of operating dimension is the most powerful variable to cause variation in other teacher work autonomy variables.

There were strong correlations between teacher work autonomy and teacher professional competences. Teacher work autonomy and teacher professional competences related each other in very dynamic ways. The strongest correlation existed between teacher work autonomy and teacher professional competences in the task that require professional competences. These tasks are part of professional development and school mode operating. Its means the more professional learning activity achieved, the more professional development autonomy and school mode operating autonomy are acquired and vice versa. The highest relationship existed between teacher work



autonomy and teacher professional competences. It means the more professional learning acquired the more curriculum development autonomy will be received.

Overall, this study reveals the teacher work-autonomy and teacher professional competences score of *Sekolah Sukma Bangsa* teachers, and shows a significant relationship between them. The research also points out some potential differences based on gender, location, subject/classroom teacher, levels and experience. It must be borne in mind that this research was only conducted on a small group of teachers over a short period of time. Further research is hence needed over a long period of time and with a large number of teachers before generalized conclusions can be drawn.

## 5.2 Conclusion

Most teachers of *Sekolah Sukma Bangsa* occupied a moderate degree of teacher professional competence (64.3 %), while 18.6 % of teachers demonstrated a high degree of teacher professional competence, and the remaining 17.1 % of teachers had a low degree of teacher professional competence. Furthermore, most teachers of *Sekolah Sukma Bangsa* attained a moderate degree of autonomy (68.6 %) while 14.3 % of teachers gained a high degree of autonomy and the remaining 14.3 % of teacher had a low degree of autonomy. There is a significant and positive relationship between teachers' autonomy and teacher professional competences. Although there are some difficulties in maintaining teacher work-autonomy and teacher professional competences, both of them are significant factors and fundamental resources in building the educational organization. Government and school administrators should provide enough room for teachers' autonomy and encourage teachers to boost themselves in gaining more autonomy. If this is done, teachers will have professional expertise and be ready to bring the students to the next step of experiencing the world of education. This study found the degree of teacher work-autonomy and the degree of teacher professional competences for *Sekolah Sukma Bangsa* teachers in Aceh. The score of teacher work-autonomy and teacher professional competences at *Sekolah Sukma Bangsa* in Aceh shows a positive and moderate correlation. The result indicates that when the level of teacher autonomy increases, the level of teacher professional competences escalates, and a lower level of teacher autonomy is associated with a lower level of teacher professional competences. For *Sekolah Sukma Bangsa* teachers, equipping them with a high degree of work autonomy is one obvious way to upsurge their professional competences.

### 5.3 Recommendations for practice

Beyond the limitations, this research contributes to school administrators and school teachers in Indonesia and in general. The research investigated teacher work autonomy and teacher personal competences to provide information for school communities related to teachers' personal and professional aspects, as well as building understanding and awareness of promoting decentralization in school academic and administrative activities. Moreover, this research aims to support the cooperation between school administrators and teachers in developing efficient school activities. According to Huber (1995 as cited by Friedman, 1999) through decentralization in the organization, staff professional autonomy will be increased significantly. Thus, school administrators who promote cooperation with teachers both in classroom operations and school wide operations will develop an efficient and improved school organization.

The research in this particular field will also be beneficial as the basis of decision making in both the classroom and the school wide organization. If a school administrator recognises that the degree of teacher work autonomy for a certain school is low, the school administrator can focus on raising the degree of teacher work autonomy in that school environment. Likewise, if a school administrator recognized the level of teacher professional competences of their teachers is low, they are also able to motivate teachers to raise their level of professional competences. Having upgraded teacher work-autonomy and teacher professional competences, the school will have implemented an effective and efficient educational organization.

### 5.4 Recommendations for future research

Several limitations emerged in this study which promotes future research opportunities regarding teacher autonomy and teacher professional competences. *First*, this research sample was limited to *Sekolah Sukma Bangsa* in Aceh, Indonesia. Generalization from this study may be insignificant due to variations in school culture, leadership and school policy. Further investigation into teacher work-autonomy and teacher professional competences in the other area of schools' environment may provide more comprehensive understandings of teacher work-autonomy and teacher professional competences. The research would possibly have had different results if teachers from different areas and different countries had participated. *Second*, this study only focuses on the teachers' perceived autonomy and teachers' perceived professional competences based on individual perceptions. Future research should investigate deeper into the influence of culture, race and politics that will affect the score of teacher work-autonomy and teacher

professional competences. The research would possibly have had different results if the data was collected through deep individual interviews interpreting all the personal opinions and experiences of the participants. *Third*, this research only investigated the degree of teacher work-autonomy and teacher professional competences, without any further investigation into teachers' perspectives on their perception of teacher work-autonomy and teacher professional competences. Do teachers feel happy about their level of work-autonomy and professional competences? Do they want to increase their degree of work-autonomy and professional competences? What is specific action could boost their teacher work-autonomy and teacher professional competences?

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August 4, 2016

**RESEARCH PERMIT**

The students listed in the attachment included in this letter have authorization from the School of Education, University of Tampere to initiate and execute the study belonging as a part to the Commissioned MA Programme in Teacher Education at the University of Tampere, Finland. The programme takes place in Aceh in co-operation with the Sukma Foundation.

Purpose of the study is expressed in the research plan. Description of the study procedures and methods are presented in detail in the research proposal accepted by the supervisors of the thesis. The study is expected to benefit not only the student researcher but educational and institutional development both locally and nationally. After acceptance by the university the report will be accessible at the University of Tampere webpages.

The research will be implemented according to the ethical guidelines of the University of Tampere. Participation of informants in the research is voluntary and based on informed consent. Collected data is confidential and only the researchers can access the data. Results of the study will be reported anonymously. It is not possible to recognize informants or institutions from the reported results. Ethical guidelines of the University of Tampere will be found at: <http://www.uta.fi/english/research/ethics/guidelines/index.html>

Supervisors of the research projects and the contact information:

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Pekka Räihä

University Lecturer

University of Tampere

School of Education

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Sincerely yours,

Eero Ropo

Professor of Education





## Teacher work-autonomy Survey

The purpose of this study is to find out and to measure teachers' sense of work-autonomy with the assist of Teacher Work-Autonomy scale through the questions on this form. The answers and responds are completely confidential and only the researcher has the access to the data. In the research report, the respondents name will be anonymous. I hope you can give your respond for every question. Thank you very much for your participation.

FACHRURRAZI

### BASIC DATA

Circle the answer that corresponds with your situation as a teacher

1. ID :
2. Gender
  1. male
  2. female
3. Age
  1. 20-30 year
  2. 31-40 year
  3. 41-50 year
  4. 51-60 year
4. I work at
  1. *Sekolah Sukma Bangsa Bireuen*
  2. *Sekolah Sukma Bangsa Lhokseumawe*
  3. *Sekolah Sukma Bangsa Pidie*
5. My level of teaching
  1. *Sekolah Dasar / Elementary School*
  2. *Sekolah Menengah Pertama / Junior High School*
  3. *Sekolah Menengah Atas / Senior High School*
6. I am a
  1. Classroom teacher
  2. Subject teacher

7. I have worked in *Sekolah Sukma Bangsa* for
  1. 0-5 year
  2. 6-10 year
  3. 11-15 year
  4. More than 15 year
8. Excluding at *Sekolah Sukma Bangsa*, I have teaching experiences at
  1. State school in city
  2. State school in rural area
  3. Private school in city
  4. Private school in rural area
  5. Only in *Sekolah Sukma Bangsa*
  6. Others, .....

### TEACHING AND ASSESSMENT QUESTIONS

9. Circle the answer that corresponds with your situation as a teacher.

No.		not at all	occasionally	sometimes	frequently	always
1.	Teachers establish student achievement evaluation criteria	1	2	3	4	5
2.	Teachers determine practical techniques for student progress assessment	1	2	3	4	5
3.	Teachers decide on testing and scoring criteria for student achievement assessment procedures	1	2	3	4	5
4.	Teachers determine classroom physical environment	1	2	3	4	5
5.	Teachers select teaching materials from a known inventory	1	2	3	4	5
6.	Teachers decide on classroom work procedures	1	2	3	4	5
7.	Teachers determine norms and rules for student	1	2	3	4	5

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	classroom behavior					
8.	Teachers pick and use specific instruction subjects out of the mandatory curriculum	1	2	3	4	5
9.	Teachers reward deserving students without the need to get the principal's consent	1	2	3	4	5
10.	Teachers add to or delete teaching subjects from the official curriculum	1	2	3	4	5

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### SCHOOL MODE OF OPERATING QUESTIONS

10. Circle the answer that corresponds with your situation as a teacher.

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No.		not at all	occasionally	sometimes	frequently	always
1.	Teachers make decisions on school expenditures	1	2	3	4	5
2.	Teachers make decisions on budget planning	1	2	3	4	5
3.	Teachers share responsibility for school finances	1	2	3	4	5
4.	Teachers are authorized to spend money on activities such as recreation and leisure	1	2	3	4	5
5.	Teachers decide on class timetable policy	1	2	3	4	5
6.	Teacher focus groups decide on curriculum matters for the whole school	1	2	3	4	5
7.	Teachers decide on student demographic class-composition policy	1	2	3	4	5

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### STAFF DEVELOPMENT QUESTIONS

11. Circle the answer that corresponds with your situation as a teacher.

No.		not at all	occasionally	sometimes	frequently	always
1.	Teachers decide on the location and timetable for their in-service training courses	1	2	3	4	5
2.	Teachers initiate topics for their professional development and in-service training	1	2	3	4	5
3.	Teachers decide on general criteria for their professional development	1	2	3	4	5
4.	Teachers select subjects for their in-service training sessions based on agreed upon criteria	1	2	3	4	5
5.	Teachers determine their own enrichment general education	1	2	3	4	5
6.	Teachers appoint the instructors for their in-service training and professional development programs	1	2	3	4	5

## CURRICULUM DEVELOPMENT QUESTIONS

12. Circle the answer that corresponds with your situation as a teacher.

No.		not at all	occasionally	sometimes	frequently	always
1.	Teachers initiate and develop completely new curricula	1	2	3	4	5
2.	Teachers initiate and administer new enrichment and cultural activities	1	2	3	4	5
3.	Teachers contrive unique topics for the social cultural and general enrichment	1	2	3	4	5

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	activities of students					
4.	Teachers devise new curricula, using new and old elements	1	2	3	4	5
5.	Teachers formulate and try out innovative curricula	1	2	3	4	5
6.	Teachers introduce new extracurricular items into the school	1	2	3	4	5
7.	Teachers introduce changes and modifications into the formal curriculum	1	2	3	4	5
8.	Teachers compose new learning materials for their students	1	2	3	4	5

---



## Teacher professional competences Survey

The purpose of this study is to find out and to measure teacher professional competences scale with the assist of the questions on this form. The answers and responds are completely confidential and only the researcher has the access to the data. In the research report, the respondents name will be anonymous. I hope you can give your respond for every question. Thank you very much for your participation.

FACHRURRAZI

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  3. Private school in city
  4. Private school in rural area
  5. Only in *Sekolah Sukma Bangsa*
  6. Others, .....

### DESIGNING OWN INSTRUCTION

9. Circle the answer that corresponds with your situation as a teacher.

No.		very weakly	weakly	fairly	well	very well
1.	Using teaching methods	1	2	3	4	5
2.	Self-evaluating of own teaching	1	2	3	4	5
3.	Designing of instruction	1	2	3	4	5
4.	Independent management of teachers' tasks	1	2	3	4	5
5.	Evaluating students' learning Capacity	1	2	3	4	5
6.	Mastering academic contents of Curriculum	1	2	3	4	5

### COOPERATION – TEACHERS WORKING WITH OTHERS

10. Circle the answer that corresponds with your situation as a teacher.

No.		very weakly	weakly	fairly	well	very well
1.	Management of classroom interaction	1	2	3	4	5
2.	Evaluating and grading of students	1	2	3	4	5
3.	Management of tasks outside a classroom (keep on eye on students during recess, school festivals, trips	1	2	3	4	5

	morning assemblies etc.))					
4.	Working in a school community (teaching staff and other school personnel)	1	2	3	4	5
5.	Administrative tasks (information letters, reports, student transfers to other groups or schools, work diaries)	1	2	3	4	5
6.	Working with a student welfare group	1	2	3	4	5
7.	Cooperation with parents	1	2	3	4	5
8.	Acting in conflict situations (as mobbing)	1	2	3	4	5

### ETHICAL COMMITMENTS IN TEACHING PROFESSION

11. Circle the answer that corresponds with your situation as a teacher.

No.		very weakly	weakly	fairly	well	very well
1.	Education of a student's whole Personality	1	2	3	4	5
2.	Development of own educational Philosophy	1	2	3	4	5
3.	Confronting changing circumstances of a school	1	2	3	4	5
4.	Becoming aware of ethical basis of teaching profession	1	2	3	4	5
5.	Commitment to teaching profession	1	2	3	4	5
6.	Life long professional growth	1	2	3	4	5
7.	Supporting a learner's individual Growth	1	2	3	4	5

### DIVERSITY OF PUPILS AND PREPARING THEM FOR THE FUTURE

12. Circle the answer that corresponds with your situation as a teacher.

No.		very weakly	weakly	fairly	well	very well
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1.	Differentiating of teaching	1	2	3	4	5
2.	Providing readiness for students for daily life	1	2	3	4	5
3.	Preparing students for a future Society	1	2	3	4	5
4.	Intercultural education	1	2	3	4	5
5.	Promoting equity of sexes	1	2	3	4	5
6.	Confronting multiculturalism	1	2	3	4	5
7.	Readiness for media education	1	2	3	4	5
8.	Developing applications of modern information technology	1	2	3	4	5
		1	2	3	4	5

### TEACHERS' OWN PROFESSIONAL LEARNING

13. Circle the answer that corresponds with your situation as a teacher.

No.		very weakly	weakly	fairly	well	very well
1.	Developing of school curriculum	1	2	3	4	5
2.	Critical assessment of teacher Education	1	2	3	4	5
3.	Working as a change agent in a Society	1	2	3	4	5
4.	Cooperative action research	1	2	3	4	5
5.	Revising students' learning environments	1	2	3	4	5
6.	Post graduate studies in education	1	2	3	4	5
7.	Researching of own work	1	2	3	4	5
8.	Self-regulated learning	1	2	3	4	5
9.	Critical reflection of own work	1	2	3	4	5